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ABSTRACT

INFORMATION ABOUT EXCHANGE PROGRAMS BETWEEN THE UNITED STATES AND NEARLY 130 COUNTRIES AND TERRITORIES FOR STUDENTS, RESEARCH SCHOLARS, TEACHERS, LECTURERS, AND INTERNATIONAL VISITORS IS PRESENTED IN THIS REPORT. PROGRAMS ARE DISCUSSED IN GENERAL TERMS BY GEOGRAPHICAL AREA. A REVIEW OF THE INTERNATIONAL VISITORS PROGRAM INCLUDING FOREIGN LEADERS, SPECIALISTS, AND EDUCATIONAL TRAVEL FROM 1964-68 IS PROVIDED. OTHER EDUCATIONAL AND CULTURAL ACTIVITIES ARE DESCRIBED, INCLUDING EXCHANGES IN THE ARTS AND IN SPORTS, THE AMERICAN SPECIALIST PROGRAM, CONFERENCES, COORDINATION AND COLLABORATION WITH OTHER PROGRAMS AND ORGANIZATIONS, NON-SPONSORED STUDENTS, THE EAST-WEST CENTER, AND VOLUNTEERS TO AMERICA. MANY TABLES AND GRAPHS, INCLUDING A PROFILE OF THE FISCAL YEAR 1968 PROGRAM, ARE INCLUDED. (AF)

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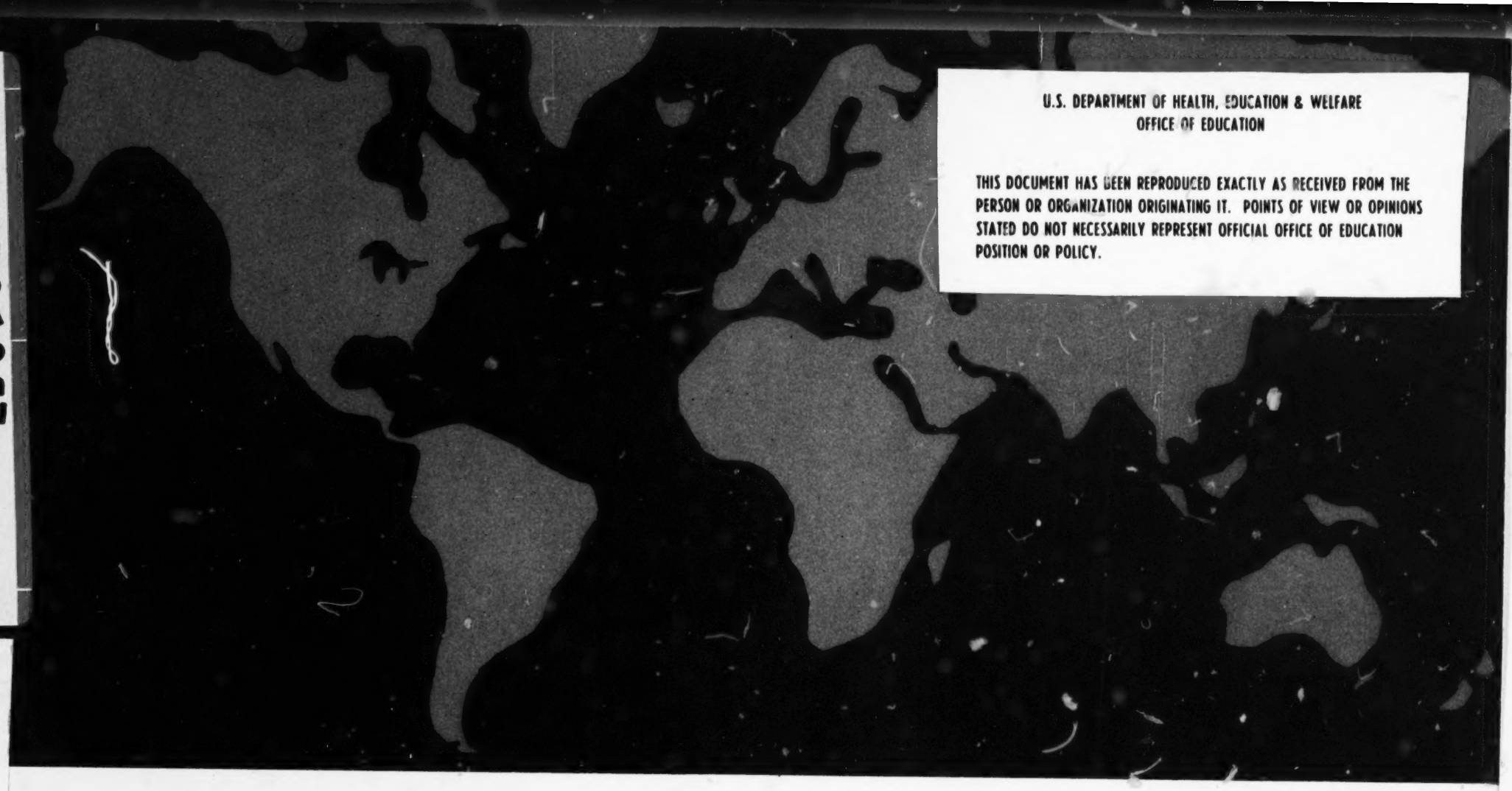

INTERNATIONAL EXCHANGE 1968

THE BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS

DEPARTMENT OF STATE

DEPARTMENT OF STATE
UNITED STATES OF AMERICA

ED036211

INTERNATIONAL EXCHANGE - 1968

A REPORT
OF THE BUREAU OF EDUCATIONAL
AND CULTURAL AFFAIRS
DEPARTMENT OF STATE

STUDENT COUNSELING ABROAD. The Binational Commission in Taipei in FY 1968 helped advise over 3,700 Chinese students on American college admission requirements and U.S. student and campus life.

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Our International Visitors . . . . . .

"I found that on many issues there existed a wide gap between my findings here (in the U.S.) and my preconceived ideas formulated in Japan. This is an undeniable fact."

– A Japanese newspaper editor

"The Minister came here with great apprehension . . . and never imagined that it would be possible to visit the South. He was surprised to find Negroes riding on planes and trains, working in professions, leading active, productive lives. He seemed to have the idea that race relations in the United States were reduced to apartheid. *He was amazed—and encouraged—that not only young people take an interest in civil rights, but also members of generations brought up in more traditional ways. He had believed that the only white Americans who could tolerate Negroes were those who visited Africa."*

– From a summary of the visit of
an African Cabinet minister

Less familiar perhaps than the exchange students and scholars, but a constant and vital part of the U.S. exchange program, are the International Visitors who come here on "leader" and "specialist" grants.

"Leaders", as the name implies, are outstanding people in their country's public affairs or in cultural, educational and other fields. Many of them are of cabinet rank, or in other high positions in their governments, in parliament, in education, in communications, or, more recently, in development fields. "Specialists" are those who are at or near the top of a profession and come for short-term, in-depth work experience in their field. In recent years, the distinction has become less sharp, as more professionals have become leaders, particularly in the developing countries. The more general title International Visitors was adopted in 1965 to cover both types of grantees.*

For each of the last 3 years leaders and specialists have constituted 27% of all foreign exchange grantees, or 1,348 people in the 1968 fiscal year alone. Over 23,650 such grantees have come on this program during the 20-year period 1949–68.

The intent of the program was—and is—to bring about an interchange of knowledge and skills among persons at a high level, in education, the arts, public affairs and other important fields. In the early days, the emphasis was on providing distinguished visitors from other countries with an opportunity to get a broad picture of the United States, its people, its character and its institutions. Many leaders in countries abroad in the late 1940's had slim acquaintance with American history and civilization. Leader and specialist grants made it possible for their visits to be exploratory and private; freed—even in the case of visitors of high rank—from the restrictions of a "state visit", and offering opportunities to talk informally with all kinds of Americans.

A 20th ANNIVERSARY

The foreign leaders and specialists program, which has brought to the United States over 23,650 men and women prominent in foreign public, professional and cultural life, marked its 20th anniversary this year. The program was first authorized by the Smith-Mundt Act of 1948, sponsored by the late Senator H. Alexander Smith of New Jersey and Representative (now Senator) Karl E. Mundt of South Dakota. This Act, an important landmark in the history of U.S. exchange, made possible, for the first time on a world-wide basis, exchanges outside the purely academic field. Its main provisions were incorporated into the Fulbright-Hays Act of 1961. In commemoration of this important anniversary, we present here a 20-year review of the leader-specialist program.

IN 1959, Vice President Nixon greeted leader grantee Eduardo Frei, who is now Chile's President, at United States Senate

At the outset, a strong emphasis was placed on bringing leaders and professionals from Germany, to acquaint them with our democratic institutions and to develop new leadership for Germany's growth on a democratic basis. In 1952, 61% of all leader grantees came from Germany alone. The volume and character of these visits, carried out between recent antagonists in a fearful war, have no parallel in history.

In recent years a major shift has been made away from the heavy emphasis upon Europe. Where Europe was the source of over half (56%) of visitors in 1949–62, today it is down to 20%. Latin America, the newly emerging countries in Africa and the Far East now share the greater part of the exchange grants. Leader grantees are also drawn from a far larger number of countries. Where, during 1949–62, 12 countries accounted for 70% of all grantees, in 1968 the top 12 countries accounted only for 40% and the remaining grants were distributed over a hundred or more nations.

New importance has also been given to younger men who are potential leaders, or who are rapidly moving into positions of leadership in many of the newer countries, particularly in Africa. The average age of the leader grantees has dropped markedly in the 1960s.

More emphasis today is also put on professional interests, rather than on providing simply a general introduction to the United States. The majority of present grantees, especially the younger men from the developing countries, represent a new generation of leader who has grown up and had his education after World War II—the skilled specialists or professionals, leaders with high technical competence, many of them trained for or already involved in their country's economic and social development. They come, not merely to view the United States at first hand (about which in any case many of them are far better informed today), but to exchange ideas with American colleagues and observe methods and institutions in their professional fields.

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* The term today includes, in addition, the younger men and women who are brought in groups on the so-called "educational travel" grants, which offer short-term study tours in the United States. Selection of these educational travel grantees is increasingly made today from professional groups.

Such exchange—taken together with the exchange of students, research scholars, professors, teachers—is thus performing the highly significant function of enabling people preeminent in public life and special fields, in the United States and abroad, to establish and maintain a vital channel of communication.

Although the leader-specialist grantees may represent many different professions, their study-observation programs in the United States fall into rather well defined fields. About a dozen major fields of interest cover some 90% of all grantees.

The U.S. political scene and government have long been of paramount interest to visiting government officials and leaders, to members of parliaments as well as journalists. In late FY 1968 many such visitors began arriving to observe the presidential campaigns and study the U.S. electoral process, as they have done in earlier years. Many went to states holding primaries; some, by special arrangement with the major U.S. political parties, attended the national political conventions, or followed campaign trails.

Journalists often come for a wide-ranging study of the government and its workings. For example, Piero Ottone, the distinguished Italian journalist, who visited in the fall of 1967, had as his chief purpose the study of the U.S. economic decision-making process. He talked with members of the President's Council of Eco-

nomic Advisers, heads of banks, business corporations and labor unions, as well as university specialists in economics and development.

Current political and social issues have been reflected in recent visits. For example, in FY 1968 four specialists in race relations came from the United Kingdom; a Swedish liberal editor came to study New Jersey's pilot program in the use of the negative income tax among the poor; and a group of young political leaders from Argentina conferred with U.S. campus leaders and civil rights workers. The U.S. Government's urban renewal and low-cost housing activities, Operation Head Start and other poverty programs have also often been the object of special study in visits covering U.S. politics and government, and are frequently included in more generalized observation tours as well.

Communications is the second most common field of interest. Journalists who have an important role in building up their country's information services and news agencies, as well as editors and senior reporters on individual newspapers, usually make a careful survey of U.S. methods of news-gathering and dissemination. Some younger journalists come in groups for common work-study projects. One carefully designed program of this kind, which has been conducted for 17 years, in FY 1968 included a 5-week seminar at the Department of Journalism in Indiana University, plus short-term assignments for the participants as working journalists on U.S. newspapers.

WHERE LEADERS AND SPECIALISTS COME FROM

	1949–62	1968
East Asia, Pacific	14%	27%
Near East-South Asia	11%	10%
Africa	5%	14%
Western Europe	56%	20%
Eastern Europe	1%	3%
Latin America, Caribbean	13%	27%

TOP TEN COUNTRIES IN NUMBER OF LEADERS AND SPECIALISTS SENT TO THE U.S.

	1949–62		1968
Japan	5,351	Germany	123
Venezuela	544	France	67
Brazil	481	Japan	56
United Kingdom	428	Finland	41
Germany	396	Italy	39
Thailand	384	India	38
India	346	United Kingdom	36
France	340	Brazil	32
Korea	337	Austria	31
Iran	300	Indonesia	28
Malaysia	291	Korea	27
Italy	260	Argentina	26
	9,458		544
	or 70% of total		or 40% of total

Special work-observation visits are programmed for grantees in broadcasting and television as well, especially educational TV.

Labor leaders are the third largest group, now coming at the rate of about 200 a year. They talk with the top officials of national unions, with industry's labor relations people, and with rank and file union members throughout the United States. Japan has been particularly active in this kind of exchange. Nearly 360 Japanese labor officials have come since the program began.

Education provides the fourth largest professional group of grantees and includes many in high policy positions. University modernization and reform have been a topic of particular recent interest. High education officials visiting the United States this past year included the Ministers of Education of Ethiopia and Somalia, senior officials of the education ministries of Botswana, Senegal, and Colombia; deans of faculty from Morocco and Guyana; and a director of school construction in Costa Rica's educational ministry.

The fine arts has ranked either fifth or sixth highest in number of grantees for the past 10 years. In some countries where social, political and economic development fields have long been predominant among grantees, a special effort has more recently been made to balance the selection with more leaders in the arts, as during this past year in Korea. Arts grantees in FY 1968 included a literary critic and novelist from Sweden, a dean of architecture from Panama, an art critic and educator from Ecuador, a poet from Colombia, and a director of the Casablanca School of Fine Arts from Morocco, as well as musicians and dancers such as Japanese Kabuki artists.

Leaders in legal affairs—heads of Supreme Courts, attorneys general, directors of prisons, public prosecutors, legal advisors to national ministries, plus special groups to study administrative law in short-term courses—are frequent visitors. Specific examples in FY 1968 were the Chief Justice of Malaysia, the Ministers of Justice from Austria and from Germany, the President of the Ethiopian High Court, the legal advisor to the Ministry of Defense in Nigeria, and the Minister of Law of Pakistan.

There has been special interest, increasing in recent years, in studies of American economic and business methods and development, particularly among leader grantees from Europe and Latin America. For instance, no fewer than 15 of the present high officials of the European Community Commission have risen to their present positions subsequent to their visits to the United States. Eastern Europe, interestingly enough, has also shown its desire to study

JOURNALISTS' BRIEFING. Governor John A. Burns, Hawaii, meets with group of 19 Asian and Pacific journalists beginning a 30-day U.S. study-observation tour

American economic methods. Bulgaria, Czechoslovakia and Poland have in recent years sent grantees to the International Marketing Institute which entails 6 weeks of courses on marketing management and research at Harvard, in addition to some general U.S. observational travel.

Women comprise about 16% of all foreign leaders and specialists today, a figure that has risen steadily from a low of 8% in 1955, as serious and constant efforts have been made to include women, particularly from the emerging countries, who are active in national development programs. Many of the women who come are involved in social work and welfare activities and help make this one of the major fields of interest of all foreign leader-specialist grantees.

Typical of the character and caliber of these women leaders, for example, is Mrs. Hiroko Kageyama of Japan's National Telephone and Telegram Public Corporation, whose book, "Developing Women's Abilities", based on her recent visit to the United States, contains important policy recommendations on employment of older women.

TWELVE TOP FIELDS OF STUDY-OBSERVATION

	1968	
	Number	% of Total
Politics, Government	280	21%
Communications	228	17%
Labor	171	13%
Education	135	10%
Fine Arts	85	6%
Social Work, Welfare	71	6%
Youth Activities	48	4%
Law	40	3%
Sociology	38	3%
Economics	37	3%
Business Administration	31	2%
Agriculture, Food Sciences	29	2%
		or 88% of total

Other women grantees in FY 1968 included the president of the Guatemalan Women's Association and a professor of education at the University of Costa Rica, both of whom attended the annual seminar for Latin American women leaders cosponsored by the State Department and the Overseas Education Fund of the League of Women Voters; and a group of 12 women community service leaders from the Ivory Coast who came, as have other regional African women's groups in previous years, for a 5-week course of lectures and discussion on community organization in the United States. Their visit was cosponsored by the Women's Africa Committee of the African-American Institute, which arranged their program. Women public officials are often visitors too—such as Mayor Julia Dugayen of Lacub, the Philippines, who came during the year.

How do these International Visitors get invited to the United States and have a professional study-travel program set up for them? First of all, they are chosen by American diplomatic missions abroad, with selections drawn from each mission's contacts with leaders in many fields. On arrival, the visitors are met at one of six official Reception Centers maintained by the State Department's Bureau of Educational and Cultural Affairs at major ports of entry—New York, San Francisco, Honolulu, Miami, New Orleans and Seattle. There is also a small reception staff in Washington. Usually after meeting with exchange program officials at the State Department, they are referred to one of several professional programming agencies with which the Department has contracts for arranging study-observation programs. Escort-interpreters are provided for visitors unfamiliar with English.

ITINERARY OF MRS. SUMIE YAMAZAKI, ADVISOR, ALL-HOKKAIDO MOTHERS AND WOMEN TEACHERS' ASSOCIATION, FROM JAPAN, JULY 1967

Washington: Visits to national headquarters of the American Association of University Women, the National Education Association, American Red Cross, and the League of Women Voters. Discussions with U.S. Office of Economic Opportunity, and Women's Bureau of U.S. Department of Labor. Tour of urban renewal project, and Chevy Chase Elementary School.

Hartford, Conn.: Visits to suburban schools (Simsbury and West Hartford), luncheon in school cafeteria. Visit to a senior citizens housing project, and local service bureau of women's organizations. Home hospitality.

New York: Talks with National Council of Women, the Committee on Correspondence, the Association of Homes for the Aged, the Margaret Sanger Research Bureau. Sightseeing and visit to theatre and museums.

Albany, N.Y.: Visit to Masterson Day Nursery. Talks with N.Y. State Education Department on education for physically and mentally handicapped. Luncheon at Senior Citizens Center. Visit to Albany Home for Children, and state government consultant on women's affairs.

Niagara Falls, N.Y.: Sightseeing. Home hospitality.

Flint, Michigan: Visit to community schools, Chevrolet assembly plant. Home hospitality and visits with local Japanese girls married to Americans.

Chicago: Meeting with new president of National Congress of Parents and Teachers. Visit to Head Start school, slum areas, senior citizen housing, and Junior Achievement group. (Visit to Grand Canyon en route west.)

Los Angeles: Visit to Goodwill Industries factory and facilities. Tour of Disneyland, Los Angeles International Cultural Center, Hollywood Bowl. Talks with women leaders.

Santa Rosa, Cal.: Community picnic and local festival. Visit to camp for mentally handicapped. Overnight stay with local family.

Portland, Ore.: Visit to two Head Start Centers and day care school; luncheon with volunteer women social workers and dinner at home with one of them. Departure for Honolulu.

ITINERARY OF MR. FARID BELKAHIA, DIRECTOR, SCHOOL OF FINE ARTS, CASABLANCA, MOROCCO, MARCH–MAY 1968

Washington: Visited Corcoran School of Art, and the Smithsonian Institution; discussion of possible exchange of art exhibits.

New York: Visit to Pratt Institute. Discussion with World Crafts Council on exchange of exhibit of Moroccan art.

Providence, R.I.: Visit to Rhode Island School of Design.

Boston: Tour of Museum of Fine and Applied Arts of Boston University, the Institute of Contemporary Arts, the Fogg Art Museum of Harvard University, and meetings with teachers, students, deans and directors of these institutions and with leading art scholars.

Buffalo, N.Y.: Tour of Albright-Knox Art Gallery and exhibit of contemporary painting and sculpture. Discussions with art department of State University of New York at Buffalo. Hospitality by department faculty.

Chicago: Visit to Chicago Art Museum.

Minneapolis, Minn.: Discussion with Minneapolis School of Art faculty and students. Visit to Walker Art Center, talks with officials. Attendance at community theatre performance. Discussion with local potters and visit to their home craft facilities.

Denver: Visit to the art department of Colorado College at Colorado Springs; interview with art editor of Denver newspaper. By day train over Sierras to California.

San Francisco: Discussions with art departments of Stanford University and Berkeley. Visit to San Francisco Museum of Arts, and the San Francisco School of Art. Tour of bay area.

Los Angeles: Visit to UCLA and discussions on the university's Asian and African art collections. Interview with editor of African art journal. Visit to Disneyland.

Phoenix, Ariz.: Visit to Arizona State University and discussions with its museum curator. Visits to Indian Experimental Center, Frank Lloyd Wright winter school, and the Paolo Soleri center. Visits to Grand Canyon Hopi Reservation, Oak Creek Canyon, Painted Desert. Departure for New York and home.

ITINERARY OF TWO BRAZILIAN GOVERNORS, MAY–JUNE 1968

Washington: Visits to Departments of Agriculture and of Transportation, Peace Corps, Export-Import Bank, the Smithsonian Institution, Democratic National Committee.

Knoxville, Tennessee: Visit to Tennessee Valley Authority and experimental farm. Discussion with Governor Buford Ellington. Meeting with officers of Partners of the Alliance for Progress at Universities of Tennessee and Vanderbilt.

Charleston, West Virginia: Tour of city's public works departments, telephone, gas and light companies; and workshop for retarded children. Meeting with Governor Hulette C. Smith. Reception by Governor, with prominent citizens.

Springfield and Peoria, Illinois and Racine, Wisconsin: Visits to agricultural implement factories and model dairy farm. Demonstration of land clearing with mechanical equipment.

Casper, Wyoming: Tour of public utilities plants, cattle ranch, local high school. Meeting with trainees from Brazil, arranged by local chapter of Partners of the Alliance. Official luncheon with Governor Stanley K. Hathaway, state and city officials.

San Francisco: Visit to atomic power equipment industry in San Jose. Visit to garbage disposal plant. Tour of redwood lumbering operations at Eureka. Discussions with faculty and students at Latin American Center at Stanford University. Visit to the Hoover Institution of War, Revolution and Peace.

Bakersfield, Cal.: Tour of fruit and vegetable farms, agricultural experimental stations, food processing and shipping plants, irrigation systems and cattle ranch. Outdoor barbecue.

Houston, Texas: Visit to NASA Manned Space Center. Visit to oil fields and to Harris County Republican Committee.

Beaumont, Texas: Tour of Rice Pasture Research and Extension Center; demonstration of aerial seeding and spraying.

Kansas City: Visit to grain storage installations, cattle exchange, stock yards, and cattle ranches. Home hospitality. Departure for New York and home.

ITINERARY OF DR. HANS KLECATSKY, MINISTER OF JUSTICE, FROM AUSTRIA, APRIL–MAY 1968

Washington: Visit to Supreme Court. Discussion with U.S. Attorney General. Tour of FBI, talks with Directors of Training and of the Bureau of Prisons. Meetings with president of American Bar Association and member of Civil Liberties Union. Discussions with legal experts in the Department of State.

Flagstaff, Ariz.: Visit to Division of Police Sciences at Northern Arizona University. Tour of Coconino County Jail and its crime laboratory; talks with local sheriff and judge. Visit with Flagstaff justice of the peace.

Grand Canyon: Sightseeing, plus talks with representative of National Park Service on problems of establishing and maintaining a mountain park for public.

Los Angeles: Visit to police department; discussion on community relations programs. Visits to Terminal Island Federal Penitentiary (San Pedro), to the Long Beach Port Authority and to Disneyland. Local broadcast on area German-language radio station.

San Francisco: Visit to Berkeley (Boalt School of Law), talks with faculty on legal training and on U.S. laws affecting journalism. Luncheon with editor of university press. Visit to Austrian-born professor emeritus, noted legal theoretician; their joint discussion recorded by Voice of America. Reception by San Francisco Bar Association. Visit to local criminal court trials-in-progress, and to observe jury selection in Municipal Court.

Cambridge, Mass.: Discussion with leading members of faculty at Harvard and Tufts Universities on role of law in economic development, and on legal training and constitutional law. Visit to Mayor of Boston.

New York: Visit to Columbia University for talks with law and journalism faculty members. Visit to U.S. Court of Appeals with libel trial in progress. Evening concert at Lincoln Center. Visit to United Nations, the New York Stock Exchange and other places of interest.

KABUKI ARTIST
Matsumoto Koshiro VIII
counsels American actor
on playing role of a
samurai, on 1968 visit

Each of these agencies specializes in certain fields of interest, and has developed extensive contacts and expertise in planning programs in these fields. The Governmental Affairs Institute, for example, a non-governmental Washington-based agency, handles most visitors concerned with politics, public administration and government, economics and communications. Visitors interested in social welfare, and many youth groups, are programmed by the International Exchange Program of the National Assembly for Social Policy and Development in New York. Those interested in the arts and education are usually handled by the Council on Leaders and Specialists of the Experiment in International Living, also based in Washington. Some groups of students or other young leaders on educational travel grants are programmed by the International Student Service in New York. The African-American Institute specializes in programming visitors from African countries. Other organizations may help arrange, under contract, study visits for special professions—such as the American Library Association, the American Women in Radio and Television, and several universities. A branch of the Department of Labor, the Bureau of International Labor Affairs, programs foreign visitors in the field of labor.

Each itinerary is developed in consultation with the grantee, to determine his special interests and areas he wishes to visit. Programming agencies almost always, however, encourage visitors to see more than the big cities alone, and arrange trips to smaller cities, towns and rural areas. Final programs may include slums as well as suburbs, a small town in Wyoming or Maine as well as New York City, Watts as well as Hollywood, local community colleges as well as Berkeley or Harvard.

In most cities and towns visited, details of the local program are in the hands of voluntary citizen groups. A very large number of these groups have grown up in recent years to assist foreign visitors—not only leaders and specialists but other foreign guests such as students, teachers and scholars. Over 80 such community organizations, chiefly in larger cities, are now joined in COSERV, the National Council for Community Services for International Visitors, founded in 1961.

Distinguished local men and women, from Chambers of Commerce, business corporations and labor unions, Rotary, Kiwanis and other service clubs, women's organizations, schools and city governments serve in these agencies. A survey * in 1965 showed that there were some 70,000 such individuals over the nation, most of them volunteers. Between them they had helped arrange nearly 287,000 visits a year—although this figure is considerably higher than the number of visitors, since a single visitor goes to many communities.

One of these agencies' most important functions is to see that the foreign visitor meets people in the area who share his professional interests, and also is taken on important side trips to see farms, irrigation projects, a cooperative, a home for senior citizens, according to his special interests. In the six cities which have official Reception Centers, programs are normally arranged with the help of local volunteer groups. In FY 1968 the Centers handled a total of 4,650 such professional visits, many of them for leader and specialist grantees.

* Made by the U.S. Advisory Commission on International Educational and Cultural Affairs, and published in *Open Minds, Open Hearts,* 1966.

Another invaluable function of the local volunteer groups is arranging hospitality for all visitors—dinner with a host family, a community picnic, a church service, an evening at the theatre, or an overnight stay in an American home. From all comments and reports of foreign visitors, such hospitality is often—and unexpectedly to the visitors—the most memorable aspect of their U.S. tours, an example of American life that cannot be felt or seen in big cities, and cannot readily be visualized or projected overseas. As an American Ambassador put it recently: "Two features of the leader grant seem particularly valuable. The first is the absence of any 'hard sell' propaganda for America and American policies. Minister ———— seems to have appreciated this particularly. . . . The other feature which has great impact is that of home hospitality for visitors. All of our grantees mention this on their return. It is one of our best ways of breaking down barriers."

Home hospitality is also important to the sizable number of so-called "voluntary visitors", who come from professional fields similar to those of leaders and specialists but are funded privately or under auspices other than U.S. exchange grants. In FY 1968 there were 1,102 of them—almost as many as the number of leaders and specialists with U.S. grants. At the express recommendation of U.S. missions abroad, the Bureau of Educational and Cultural Affairs arranges part or all of the study tours for these voluntary professional visitors. Local volunteer agencies again cooperate in setting up their detailed programs in cities and towns.

What is the value of a U.S. visit to these leaders and specialists? A recent French journalist leader grantee gives one view in rather vigorous terms. Writing a series of articles in May 1968, he said: ". . . If I have dared on my return from the United States to recount my adventure. . . . it seemed to me indispensable to refute at least the most flagrant falsehoods. Having left for the United States believing it to be on the verge of collapse and civil war—as proclaimed by 'objective' journalists here on TV—I must say to France on returning that she has been duped . . . ."

Best of all perhaps is the extensive evidence that former leader grantees continue to move forward in positions of responsible action in their country's development—in national and foreign affairs, in economic and social programs, in schools, in universities, in the sciences. During their visits here, moreover, they have set up a chain of communication with American colleagues and institutions of immense value on both sides, for these visiting professionals not only learn much themselves, but they perform the significant function of keeping the United States abreast of new developments, experiments and programs abroad.

SOCIAL WORK specialist grantee Mrs. Tze-kuan Shu Kan builds family planning center in Taiwan after her U.S. visit

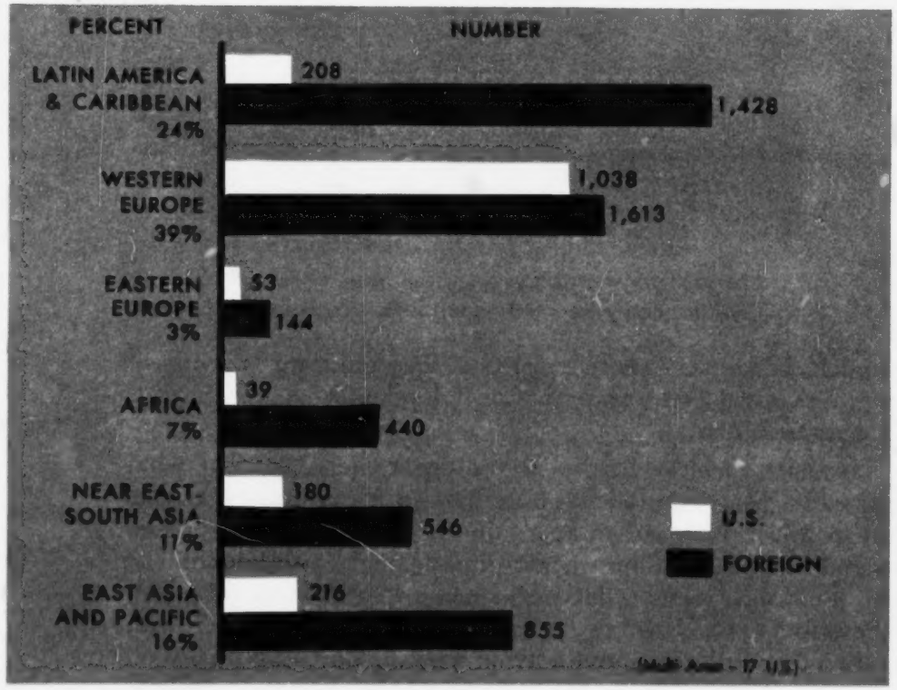
In short, these International Visitors are helping create what we may call a new transnational fraternity—a fraternity of men and women in intellectual, public and cultural life, both in the United States and abroad, who have gained insight and experience in the world beyond their own borders and a new perspective on their own country as well as their own professions. Kept in communication with each other, this fraternity forms a living basis of hope for cooperation between men and nations in the solution of the common problems of mankind.

A PROFILE OF THE EXCHANGE PROGRAM-FY 1968*.....

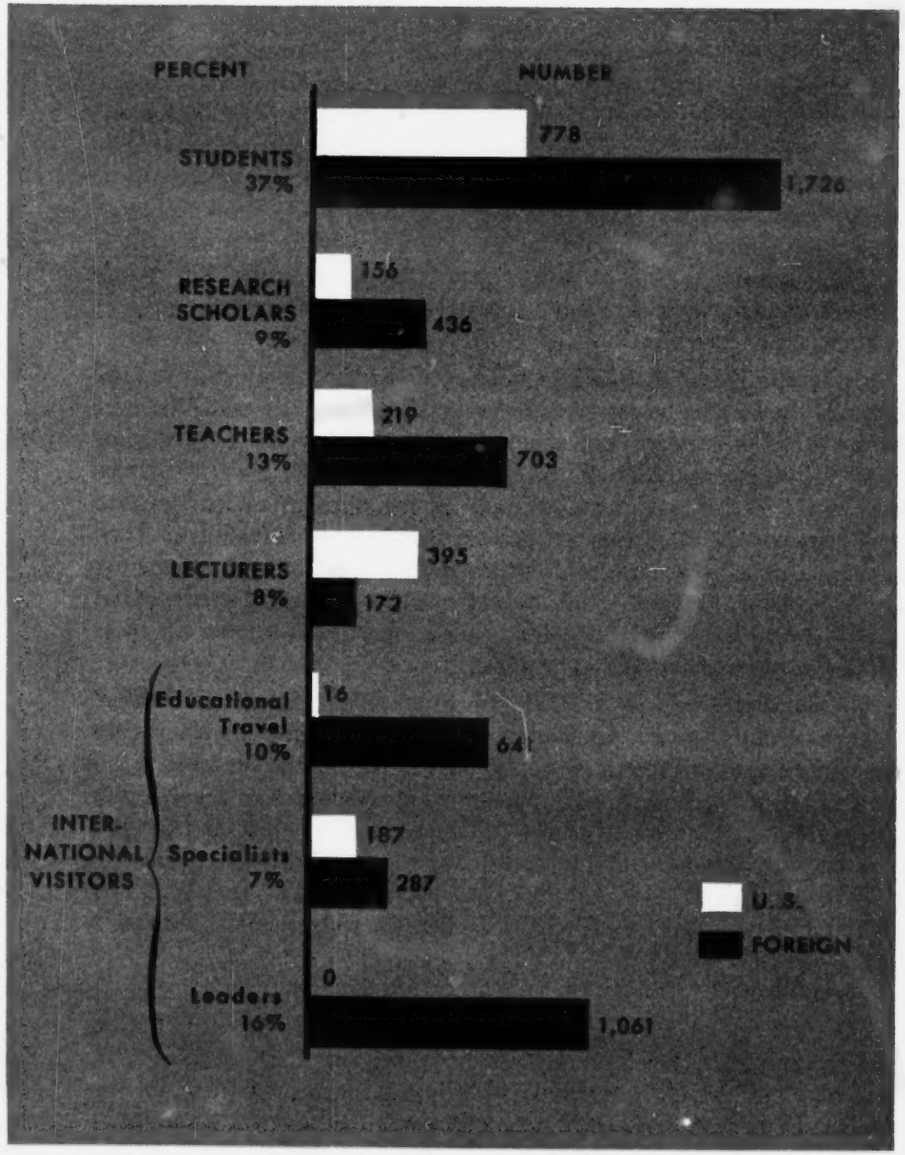
TOTAL GRANTEES*

	U. S.	FOREIGN	TOTAL
1949 - 1968	36,023	89,754	125,777
1968	1,751	5,026	6,777
1967	2,130	5,401	7,531
% CHANGE 1968 OVER 1967	-18	-7	-10

BY AREA

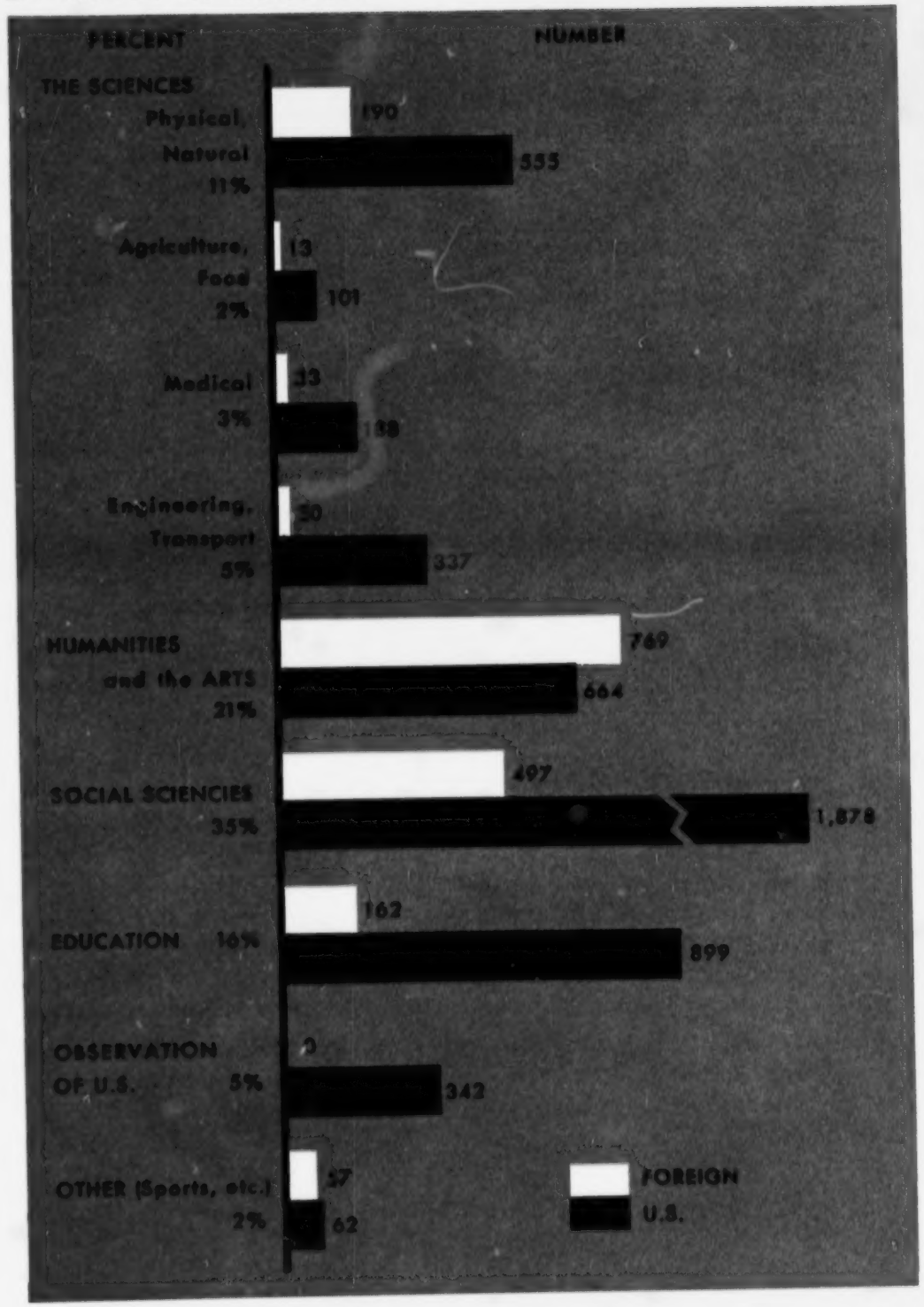


BY CATEGORY OF GRANT

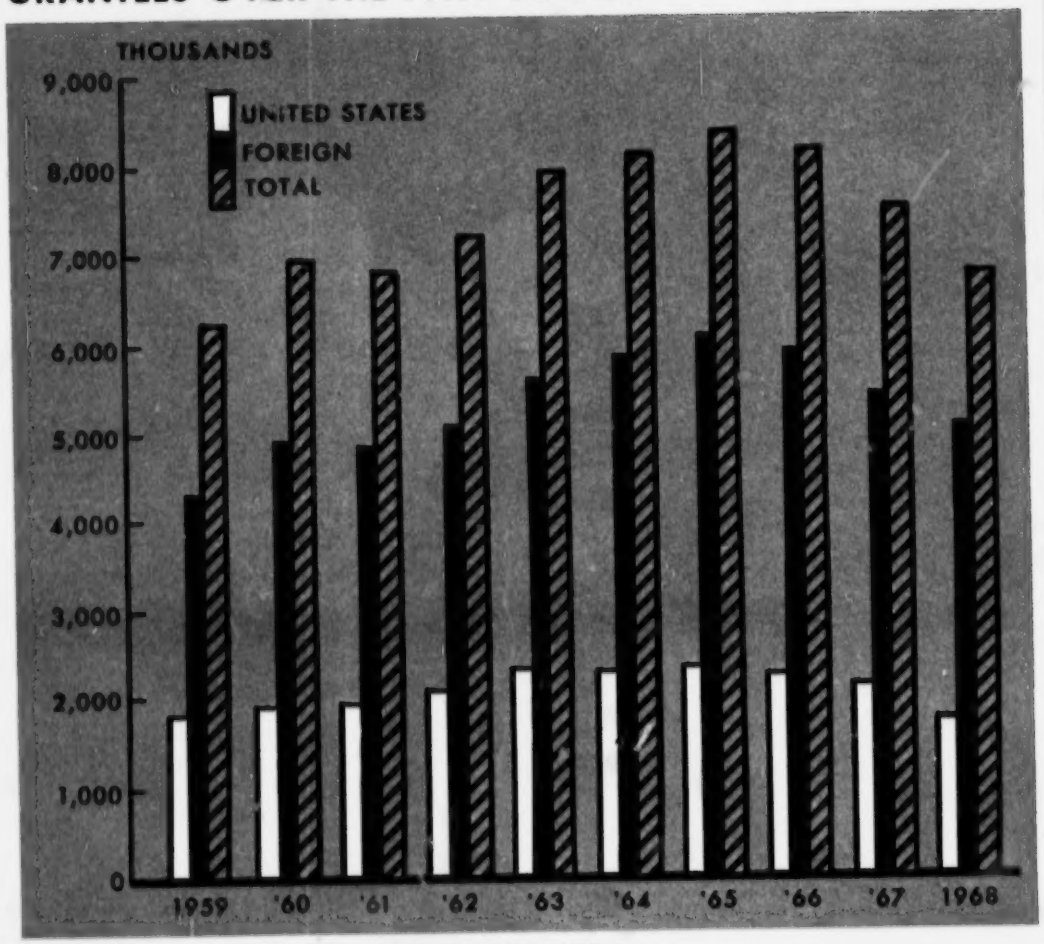


*Arrivals only.

BY FIELDS OF INTEREST



GRANTEES OVER THE PAST DECADE

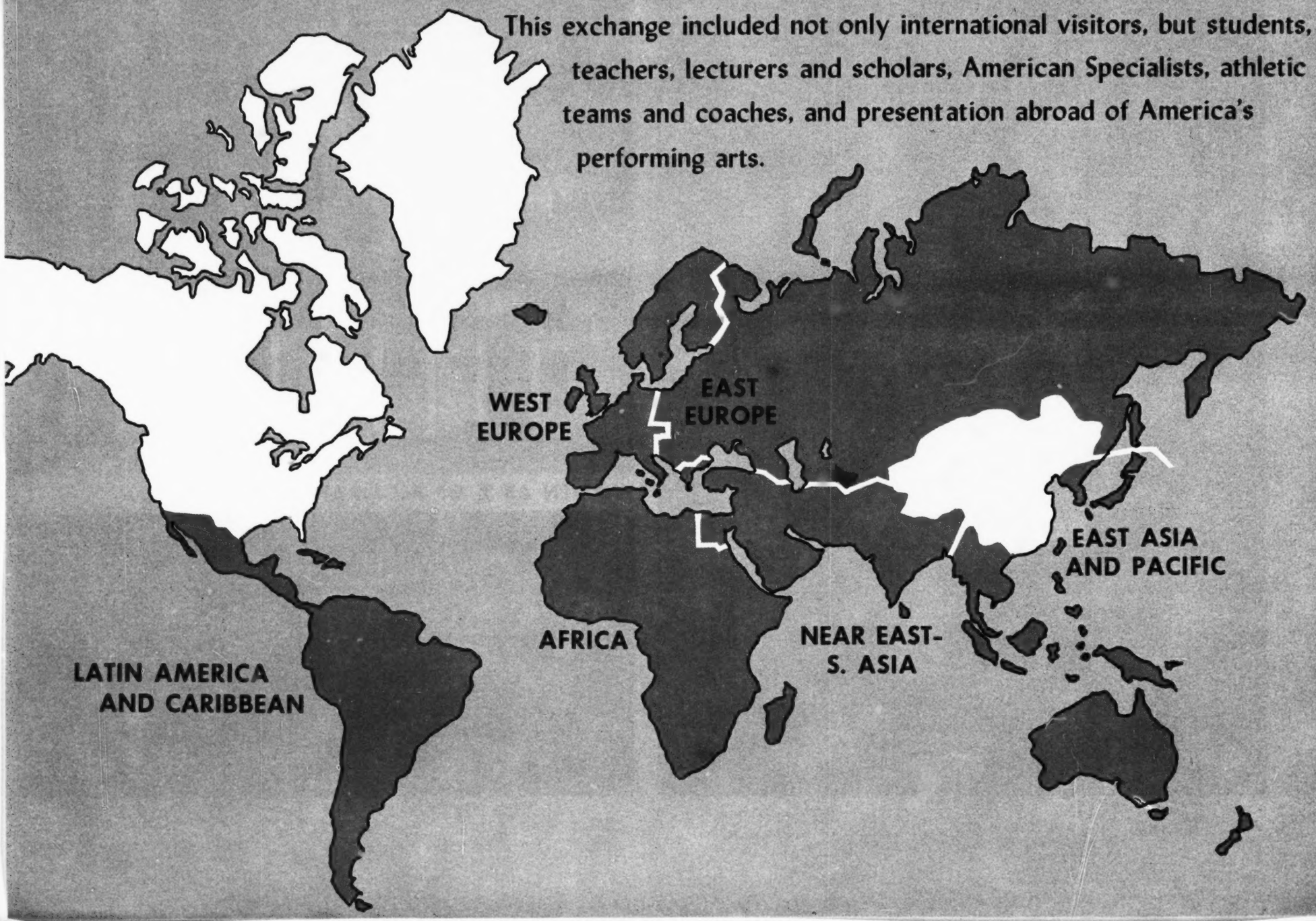


WOMEN AS % OF ALL GRANTEES

	U. S.	FOREIGN	TOTAL
STUDENTS	41%	19%	25%
TEACHERS	38%	40%	40%
LECTURERS & REASEARCH SCHOLARS	6%	11%	9%
LEADERS AND SPECIALISTS	8%	16%	15%
ALL GRANTEES	26%	20%	22%

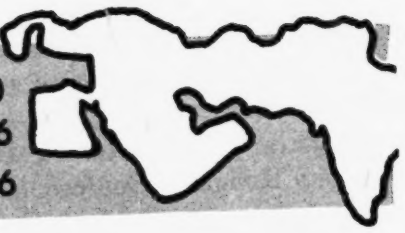
EXCHANGES WITH THE WORLD ... Nearly 130 countries and territories were involved in educational and cultural exchanges with the United States in FY 1968.

This exchange included not only international visitors, but students, teachers, lecturers and scholars, American Specialists, athletic teams and coaches, and presentation abroad of America's performing arts.



EXCHANGES WITH NEAR EAST–SOUTH ASIA

U.S. Grantees to . . 180
Foreign Grantees from . 546
Total 726



At the Mediterranean end of this very diverse and extensive area, the effects of the Arab-Israeli war of June 1967 were still being felt as the new fiscal year began. In Iraq, Yemen, Syria and the United Arab Republic, which had severed diplomatic relations with the United States, exchange was generally confined to renewing grants for qualified students from those countries who were already in the United States and who wished to complete their study programs.

In the UAR, however, two projects in operation for some time continued to receive State Department support. These were the American Research Center in Cairo through which a consortium of U.S. universities enables American scholars to carry on research activities; and a project which Brown, Cornell and the University of Texas had been undertaking jointly for several years with the UAR Ministry of Education, for the preparation of school texts for English teaching.

As for the Arab nations in the area which had not broken diplomatic relations, in Saudi Arabia and the newly independent country of Southern Yemen, programs continued on a normal basis; in Lebanon and Jordan, normal exchange also was gradually restored. Exchange with Israel was carried on virtually undiminished once hostilities ceased.

In Turkey the program was kept at nearly the level of the preceding year, and particularly emphasized bringing Turkish students for graduate training in the United States. The State Department continued to support the collaboration of Pratt Institute and the Middle East Technical University in Ankara, by providing travel grants for U.S. and Turkish students. The American Research Institute in Istanbul, which is operated by a consortium of U.S. universities, received no new State Department funds in FY 1968, but continued to function.

A significant exchange in Iran this past year was the joint financing by the Iranian and U.S. Governments of a group visit to the United States of Iranian provincial officials—administrators who could make good use of the opportunity to observe local governments in action in the United States.

In Afghanistan, the support of the medical faculty of the University of Jalalabad, and support of the faculty of letters at Kabul University, continued to be programs of special importance. Four U.S. exchange lecturers were made available to these institutions.

In large part because of continuing delays in revising the U.S.-Pakistan educational exchange agreement, exchange with Pakistan in FY 1968 was at its lowest level since the original agreement was signed in 1950. Since full-term exchanges were not possible, six short-term American Specialists were sent to lecture in important fields. There was one exchange of International Visitors: a group of eight Parliamentarians came to the United States in the fall of 1967, the first such group from Pakistan ever to visit here.

India continued to have the largest exchange program with the United States of any country in the area. It was noteworthy that a larger number of American students, lecturers and research scholars grantees went to India in FY 1968 than to any country outside of Western Europe.

In part, one of the reasons for this is the American Institute of Indian Studies, which a consortium of U.S. universities founded in Poona in 1962 with State Department financial help, to serve as a focus for research on Indian studies by American scholars and graduate students. Now in its sixth year, the Institute has already brought nearly 300 researchers to India. Because of budget cuts in the overall exchange program, however, grants were available for only half as many U.S. scholars as last year. Under grants channeled through the American Institute of Indian Studies, the first two American grantees have been sent for study to the American Institute of Ceylonese Studies just opened in Ceylon.

The American Studies Research Center in Hyderabad, which was established in 1962 to provide a facility for American Studies for Indian scholars, during the year increased its holdings and circulation of library materials and launched its first publication in an American Studies series. The Center, which also gives intensive summer courses and research and teacher grants, is supported pri-

marily by the State Department, and by revenues from membership dues. In FY 1968 the Center had as members 750 individuals and 28 Indian universities. USIS in India contributes *ad hoc* support for seminars. In FY 1968 the Department, in cooperation with the University Religious Conference of California, continued to support a program of sending to certain South Asian countries—this year Nepal, Ceylon, Afghanistan—groups of California University students whose objective was to meet their university counterparts and thus develop a greater understanding and appreciation of mutual problems and interests.

EXCHANGES WITH EAST ASIA AND THE PACIFIC

U.S. Grantees to . . . 216
Foreign Grantees from . . 855
Total 1,071

In this area, which extends from Burma eastward, the size and character of the U.S. exchange programs vary greatly, depending on the stage of each country's development and its overall relations to the United States.

Southeast Asia presents perhaps the most mixed picture. In Viet-Nam, in spite of the war, some limited exchanges continued during FY 1968. Five U.S. lecturer-grantees taught at the University of Saigon, principally American Studies, until the Tet offiensive, when the university was closed. Eight English language teachers stayed for the whole academic year—and three of these asked that their grants be renewed. In the spring of 1968, a group of newly elected Vietnamese senators and deputies came as leaders to the United States for observation-study visits.

Laos in FY 1968 sent its first graduate student to the United States, with a State Department grant. Enrollment of Laotians in English language courses, conducted by the binational center in Vientiane under three U.S. exchange teachers, has tripled in the past year.

In Malaysia, American history and literature have now become regularly scheduled courses, with the first taught by a returned U.S.-trained grantee, and the latter by a U.S. visiting lecturer. In Singapore, a new departure this year was the initiative from Nanyang University in offering intensive courses in Mandarin Chinese for Americans. Recruitment started during the fiscal year for U.S. student grantees who could begin study in October 1968.

Exchange with Indonesia which began again in FY 1967 after a break of 2 years, in FY 1968 was "back to normal", with a range of grants for students, teachers and leaders.

With Thailand, exchange is substantial—a total of 99 U.S. and foreign grantees for FY 1968. Student exchange this year included the first recipient of the John F. Kennedy Foundation scholarship, which was set up in 1963 by leading Thai citizens. Chosen for study in the United States, the student selected was given a supplementary U.S. grant to cover his travel.

In Burma, all exchange with the United States is restricted; FY 1968 exchange involved athletes only. With Cambodia, which broke diplomatic relations with the United States in 1965, there were no new exchanges.

In the Far East, the exchange picture is very different. Japan has the fourth largest program with the United States of any country in the world in numbers of total U.S. and foreign grantees exchanged, and stands second highest (to the United Kingdom) in the number sent to the United States. In FY 1968, its exchanges included as leader grantees a group of five U.S. governors who went to Japan for the fourth visit in a series of biennial exchanges with Japanese governors—a cooperative project begun in 1962, involving the U.S. Governors' Conference, the National Governors' Association of Japan and the Bureau of Educational and Cultural Affairs of the State Department.

In April 1968 the State Department was host to the Fourth United States-Japan Conference on Cultural and Educational Interchange. Part of a series of biennial discussions begun in 1962, the

"VOLUNTEER to America" from Japan, Hiroko Miyanabe, teaches students Japanese script in public schools of central Los Angeles

Conference had as its theme the role of higher education in advanced societies. The Conference recommended creation of a Joint Committee on United States-Japan Cultural and Educational Cooperation, on which formal agreement was reached in late 1968.

In the Republic of China, the major exchange activity was the series of eight so-called "educational package programs", each of which called for bringing an exchange U.S. lecturer to Taiwan and, at the same time, for sending Chinese students and research scholars to the United States for study in the same field. A special exchange brought to the United States two Chinese scientists, in a follow-up of an earlier visit to Taiwan of Dr. Donald F. Hornig, Special Assistant to the President for Science and Technology, who had discussed ways in which Taiwan might spur its scientific development to help offset the drain of Chinese scientists from the country.

In Hong Kong the major activity was exchange of faculty and graduate students under the State Department-supported agreement between the University of California and the Chinese University in Hong Kong. In Australia and New Zealand, in FY 1968 there was an almost equal exchange of U.S. and foreign lecturer/researcher grantees—a situation unique in the world-wide exchange program. In the Pacific Islands, particular attention was given to leader grants to promising younger officials in Fiji, one of the most rapidly changing islands in the area.

Since the 1953 armistice, approximately 1,000 Koreans have come to the United States on State Department grants. The exchange program has played a particular part in the modernization of science education, and contributed to Korea's emphasis on the social sciences. During FY 1968, a special effort was made to draw a large number (39% for FY 1968) of student grantees from provinces outside Seoul.

EXCHANGES WITH WESTERN EUROPE

U.S. Grantees to . .1,038
Foreign Grantees from . .1,613
Total 2,651

The growing concern of Western Europe's educators with university reform has been clearly reflected in the exchange program in recent years.

The U.S. educational system, accustomed to vast enrollments at all levels, has become a subject of increasing curiosity and study, as European university enrollments rise (for example, by an estimated 36% in Sweden in 4 years, by 50% in France since 1966). In the last 5 years 800 leaders, professors and teachers specializing in education have visited U.S. schools and universities under the exchange program. They include many European leaders of educational reform.

Among them are the new minister of education in France, appointed after the student uprising in May, the ministers of education in Spain and the last two ministers of education in Italy. The undersecretary of public instruction in Italy, and the directors-general of both elementary and higher education in Spain are other former grantees. In West Germany, where the educational reform movement has long been underway, former grantees include the federal minister for scientific research, and most of the ministers for culture and education in the German *lander* or states. In January and February of 1968, one of Germany's leading proponents of education reform—the Senator for Education of the City of Berlin—visited the United States as a leader grantee for a close look at secondary and higher education in this country. In April he presented to the German public a memorandum entitled "Model of a New Grammar School and of a New Comprehensive University". This memorandum was said to constitute one of the most far-reaching educational reform proposals put forward in Germany in recent times.

A large number of university rectors and administrators, and of leading professors, faculty deans and heads of scientific and research institutions have also come specifically to examine U.S. education. A team of three Finnish university rectors, for example, in specific anticipation of higher enrollments, recently visited here to study U.S. university administration and development of university-based research.

At the secondary level, a continuing series of groups of school principals and younger educational officials have been brought to consult with U.S. colleagues and observe American schools, under the so-called "teacher development" and other exchange programs. In all, nearly 12,000 European professors, research scholars and teachers have visited the United States on exchange grants since 1949; and more than 19,000 European graduate students. An important number of such grantees have, over the years, moved up into planning positions in Europe's education ministries and institutions.

PAUL McCRACKEN, now head of President's Council of Economic Advisers, participated as an American Specialist in an April 1968 seminar for French economists, all ex-grantees, at Fontainebleau

It would hardly be surprising if such a widespread acquaintance with the very different, yet vigorous education system of the United States, may have contributed, perhaps substantially, to fresh discussion and reevaluation of Europe's educational systems—particularly when, during this same period, the United States itself was reappraising many of its own educational concepts and practices. The then Finnish Minister of Education, a former grantee, speaking in 1967 in honor of the 20th anniversary of U.S.-Finnish exchange, suggested that "ideas (from exchange visits) concerning the organization of universities and the system of academic studies have been of great importance—and opened the eyes of Finns to revalue many educational matters and to ripen reform attitudes".

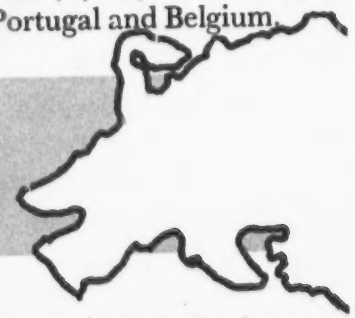
It may be an interesting footnote in the history of French reforms that in Paris, during the student protests, the U.S. Embassy's educational counseling service found its number of French visitors soaring by at least 50%. They included large numbers of students and professors, who, with immediate concern for educational reform, came to study U.S. college catalogs, pamphlets and other materials available on American education.

The flow of U.S. professional educators to Europe under the exchange program has been considerably lower than that of Europeans here. Over the last 5 years, only about a fourth as many U.S. exchangees have been in the field of education. Rather, most U.S. professors have gone to Europe to lecture on American literature, history and civilization, and have been an important factor in the keen and growing European interest in American Studies at the university level.

One sign of the persistent interest of Western European countries in contact and communication with U.S. educators and scholars in all fields was their sustained financial contribution to the academic exchange program in FY 1968, as in recent years. By the end of FY 1968, 13 out of the 15 binational educational commissions had received funds or commitments for funds from the relevant governments. Total contributions for FY 1968 were $1,851,809. Among the new countries planning contributions are Portugal and Belgium.

EXCHANGES WITH EASTERN EUROPE

U.S. Grantees to . . . 53
Foreign Grantees from . . 144
Total 197



Educational and cultural exchange with Eastern Europe in FY 1968 presented a mixed picture—in some countries a promising, even increasing level of exchange, in others, a bare minimum. But the effort to promote exchange continued.

Poland in FY 1968 followed the broad and successful pattern of exchange set in recent years. For one important aspect of the program, four U.S. professors lectured on American literature at four Polish universities; seven American Specialists taught English teaching at seminars held in two Polish cities. At one of the seminars, which drew 75 secondary school teachers, a U.S. linguist and a professor of American literature participated jointly; the other seminar was attended by 330 university students and professors. Continued direct exchange of U.S. and Polish leaders and scholars totaled 33 Polish and 22 American grantees—the largest number in Eastern Europe outside the Soviet Union and Yugoslavia.

Hungary, which has no official programs of exchange with the United States, received two American Specialists (both economists) on brief visits. In Bulgaria, FY 1968 saw some small expansion of what has for several years been a minimum program. Of nine Bulgarian grantees visiting the United States, two attended the International Marketing Institute at Harvard; another grantee was head of the Bulgarian Academy of Agricultural Sciences. Only one American was exchanged—a professor who worked closely with Sofia University on training English language teachers.

In contrast, in Romania, where there is a formal 2-year exchange agreement, there was a small but promising increase in exchange. For the first time Romania sent participants (8) to the celebrated Salzburg Seminar in American Studies, and two to the International Marketing Institute at Harvard. A delegation of high-level Romanian scientists, headed by a Deputy Prime Minister who came on an exchange grant, visited the United States at the invitation of the science advisor to the President, and their program was arranged

by the State Department. Of the 10 Americans exchanged, 2 were American Specialists in the teaching of English language who worked in support of Romania's new emphasis on English in its schools and universities.

Yugoslavia, in large part because of its recent (1964) educational exchange agreement, which set up a binational commission, had the area's largest exchange program with the United States.

The binational commission in Belgrade arranged the exchange of nearly 80 academic grantees—one third of them Americans. U.S.-Yugoslav seminars assisted by the binational commission have become both more frequent and more widely accepted. Noteworthy cooperative projects partly financed by the Department of State included: a long-term regional and urban studies program being carried out by the Universities of Cornell and Ljubljana; a U.S.-Yugoslav music seminar sponsored by the Union of Yugoslav Composers and Indiana University; and a joint research project of the (U.S.) Center for Applied Linguistics and the University of Zagreb, designed to improve the teaching of English to speakers of Serbo-Croatian.

In Czechoslovakia, altered political and social conditions—particularly the change in party leadership in January 1968—provided a hospitable atmosphere for continued development of the small exchange program. Five Czech leader grantees came to the United States, among them two distinguished sociologists—the director and deputy director of the Institute of Sociology of the Academy of Sciences. For the third year, Czechoslovakia sent participants to the Salzburg Seminar in American Studies, bringing to 64 the total number of Czechs who now have been there. Among the American exchangees were two American Specialists in teaching English as a foreign language.

In addition to the exchanges mentioned above, four East European countries exchanged some academic grantees through the Inter-University Committee on Travel Grants, an American agency to which the Department of State contributes partial support. The figures for U.S. and foreign academic grantees are respectively: Bulgaria, 2 Americans and 1 foreign grantee; Czechoslovakia, 4 Americans and 8 foreign; Hungary, 3 and 2; Soviet Union, 59 and 71.

In the Soviet Union, with the exception of these academic exchanges, educational and cultural exchange in FY 1968 reached its lowest point in many years. For the first time since 1962, there was only one American performing arts group visiting the Soviet Union and no exchange of U.S. and Soviet cultural leaders under the exchange program. Only one Soviet performing arts group came to the United States, although a dozen or more musicians came under commercial auspices. One reason for this decline in cultural exchange was the Soviet Union's return to cultural conservatism which took place during this period, and a reluctance to encourage intellectual freedoms. Related factors were the Soviet concentration on the 50th anniversary celebration in late 1967, and the absence of a U.S.–USSR exchange agreement for the first 6 months of 1968.

EXCHANGES WITH AFRICA

U.S. Grantees to . . . 39
Foreign Grantees from . . 440
Total 479

Exchange with Africa in FY 1968 continued its emphasis on three important programs: first, helping to strengthen African education and educational institutions; second, providing educational opportunities for selected young Africans; and third, bringing African leaders and potential leaders to the United States.

The exchange program's contribution to Africa's educational system is made by American professors sent to help develop particular university departments and teach in special fields. There were 21 U.S. professors visiting on full-year grants in Africa in FY 1968—lecturing on law, business administration, the teaching of English as a foreign language, and American literature and history, as well as engineering and home economics. Two distinguished Americans went to consult with newly formed university-related centers of developmental research, under a State Department-supported program of the Fletcher School of Law and Diplomacy.

Supplementing the work of U.S. professors were the American Specialists who on short-term visits gave lectures at African universities as well as public lectures and meetings with education officials. These included, among others, Dean Neil Jacoby of the Graduate School of Business Administration, UCLA; Professor Max Millikan, a specialist in development economics at MIT; Clinton Rossiter, social historian and professor of government at Cornell, and Marvin Wachman, President of Lincoln University.

A new program in FY 1968 was a "teacher development" project for 26 African educators, chiefly secondary school teachers, from 13 French-speaking countries. The University of Wisconsin at Milwaukee, acting under a State Department grant, provided a month-long series of lectures on campus in the summer of 1967, followed by 26 days of educational travel in the United States under the direction of university staff. A similar program was prepared for the summer of 1968.

The United States has for some years had a special student program for promising young Africans from countries in southern Africa where racial policies limit educational opportunities. It was agreed during the reporting year to scale down the number of new undergraduates given exchange grants, in order to lessen the possibility of alienation from African culture and problems of repatriation. Only 68 new student grants were issued in this special program.

The foreign leader-specialist program is particularly important in Africa, as a second generation of leaders is emerging. The State Department brought 344 African leaders to the United States in FY 1968 on observation and study tours in widely varied fields—from wildlife preservation to education, and transportation, agriculture and community development.

The rising U.S. interest in African studies was reflected in two particularly significant group exchanges. In one, arranged through a grant agreement with the African Studies Association, seven leading Americans in the field were enabled to attend the Second International Congress of Africanists in Dakar, Senegal in December 1967. The Congress, held under the joint sponsorship of the Government of Senegal and UNESCO, brought 600 Africanists from 56 countries. In the other group exchange, in June 1968, four American educators from California participated in a summer seminar on African art and culture at the University of Ghana. The seminar's intent (it was preceded by a similar seminar at Berkeley) was to develop materials on aspects of African culture for use in the California school system.

EXCHANGES WITH LATIN AMERICA AND THE CARIBBEAN

U.S. Grantees to . . . 208
Foreign Grantees from . . 1,428
Total 1,636

Highlighting exchange with this region this past year has been the development of American Studies in the universities. Now fairly wide-spread in Europe, until the past year they had failed to take firm root in South America. That picture now is beginning to change. Developments were especially notable in Argentina and Brazil over the past year, and a pilot program of promise was initiated in Peru.

In Argentina, U.S.-Argentine studies represent the principal project of the binational commission. The high point of the year was the seminar for university faculty, held at Buenos Aires in collaboration with the Institute of Argentine and American History and the Institute of Literature of the National University of Buenos Aires. Seventy-two Argentine university professors and two from Uruguay participated. As the seminar ended, a unanimous resolution was passed calling for the inclusion of U.S. history and literature in university curricula, and in secondary schools if possible. In Brazil, steps were initiated for the establishment of a Center of U.S.-Brazilian Studies, building on the work of earlier exchanges in this field, and a similar Center for U.S.-Peruvian Studies is underway at the Institute Riva-Aguero in Peru.

A rising interest in American Studies is only a small evidence of the strong region-wide movement for modernization and reform of university curricula and administration. During FY 1968, as over the past decade, the U.S. exchange program with the Latin American area has particularly concentrated on cooperation with governments and universities in educational modernization efforts. Over the past two fiscal years, 146 top university administrators and faculty and national and provincial educational officials have come to the United

TEACHER DEVELOPMENT
grantees from Mexico meet on way to classes at the English Language Institute of the University of Michigan

States on one or another form of exchange grant. Many on their return are spearheading government efforts to bring about modernization of university education.

The Seminar on Higher Education in the Americas—held in FY 1968 successively at the University of Costa Rica, the University of New Mexico, and the University of Kansas—was attended by 23 Latin American rectors, deans, and high-ranking professors from a number of countries. This seminar, a significant forum for discussion on educational development and modernization, was the ninth in an annual series.

Relationships between U.S. and Latin American universities are also contributing to modernization efforts. Some of these ties are privately sponsored; others are undertaken jointly by the United States and private agencies, such as the arrangement, now in its fourth year, between 12 universities in the Southwestern United States, the U.S. Government and private foundations, and the Autonomous University of Guadalajara, Mexico. Other important ties are those between Rutgers University and the National University of Bolivia, funded by the exchange program, for modernizing the teaching of economics, and a similar arrangement made this year between the University of the Andes and Yale University for an exchange of professors of architecture. The special feature of these relationships is not only an exchange of professors but training of Latin American graduate students who will later take their place on the faculty.

Improving teaching of sciences has been a particular concern in Colombia where the binational commission arranged, in consultation with the Association of Colombian Universities, a series of training seminars in the basic sciences. Two out of the three seminars proposed were completed in FY 1968. For the first, on methodology and management of physics laboratories, a distinguished U.S. professor of physics and a leading Colombian physicist, together with other professors from Colombian universities, gave the 6-week course to 50 university teachers. A second seminar, in mathematics, also used both U.S. and Colombian lecturers.

Cooperation on strengthening of secondary school teaching has been a continuing part of the exchange program. For example, a group of Guatemalan mathematics teachers were sent to a 23-day seminar on modern mathematics at the University of the Pacific in Stockton, California. On their return, under the sponsorship of a very active organization of exchange alumni, the teachers held special round tables for their colleagues elsewhere in Guatemala, and volunteered to devote every Saturday for 6 months to intensive mathematics training for students planning to enter the university. Similarly successful have been seminars for secondary school teachers of social studies and of English, sponsored in several Latin American countries by the binational commissions.

Educational travel grants, which are given chiefly to young leaders for 4–6 week study-observation visits to the United States, this year emphasized education. In Colombia, for example, a group of young law professors selected for such a visit proposed on their return some basic reforms in the law curriculum offered at the university. Other group grants have included school principals and inspectors, teachers of English and students of dentistry, economics and the arts.

While only indirectly related to education, two unique seminars held during the fiscal year deserve special mention. The first was a symposium on "Tradition and Change in the English-Speaking Caribbean", held at the University of Florida. The other was a seminar at Williams College in Massachusetts in the summer of 1967 on "The Role of the Private Sector in Development Planning," one of a series of Inter-American symposia on common hemispheric problems.

Other Activities . . . . . .

CULTURAL PRESENTATIONS

In presenting American performing arts and artists abroad in FY 1968, the State Department again placed emphasis on using smaller groups of instrumentalists and performers rather than large ensembles and orchestras. This emphasis was initiated the preceding year in part to fit reduced budgets, but also to provide groups which could be flexibly programmed outside of big cities and give workshop-demonstrations, especially for young artists and university students.

FY 1968 groups represented chamber, folk and jazz music, and included two modern dance ensembles. Continuing a program developed in recent years, a number of groups were chosen from U.S. universities; they not only demonstrated overseas the standard of excellence among student musicians in the United States but were particularly adept at stimulating useful discussions with young people abroad. In FY 1968, 24 groups went to 97 countries, as compared with 40 groups to 95 countries in FY 1966 when the budget was twice as large. A complete list of performing groups and artists sent abroad in FY 1968 is given in Appendix A.

A new experiment this year was the "India Festival of American Performing Arts", for which three complementary but very different kinds of performing groups—a string quartet, a folk-singing group and a small modern dance ensemble—visited 21 cities of India. About 43,000 people were reached by the formal presentations and 13,000 came to the informal off-stage activities. Said a New Delhi paper, "If the purpose has been to demonstrate the level and dynamism of the performing arts in the United States, it must be judged a total success—a cultural feast".

The Los Angeles Symphony Orchestra, directed by Zubin Mehta and with Andre Watts, the brilliant 22-year-old pianist, as its soloist, drew high critical acclaim in its tour of eight countries in Western and Eastern Europe and five countries in the Near East. Home patrons and donors of the orchestra helped meet the major part of the costs of this extensive tour, with supplementary financing from the State Department. It played at important festivals in Berlin,

THE SHAH OF IRAN congratulates Zubin Mehta, director of the Los Angeles Philharmonic Orchestra, following its performance during the Coronation Week festivities for the Shah and Empress Farah (right) in Tehran. The Orchestra toured Europe and the Near East under the State Department's cultural presentations program

Athens and Bucharest and at the coronation ceremonies of their Imperial Majesties of Iran. The National Symphony Orchestra of Washington, on a commercial tour of Europe's capitals, represented the United States in the Second Festival of Music of Spain and the Americas in Madrid, at the State Department's request and with some supplementary Departmental financing.

The Department, during FY 1968, also enabled 24 young American performers to travel to foreign music competitions, where they carried off seven prizes, including three "firsts".

An important special project during the year was to prepare for American participation in the extensive cultural program sponsored throughout 1968 by Mexico, as a feature of the XIX Olympiad. The Bureau arranged for and funded performances by two modern dance companies—Martha Graham and Merce Cunningham, by the LaSalle (string) Quartet, the Phoenix Singers (a folk music group), and by a group of young Duquesne University folk singers and dancers called the Tamburitzans. The Bureau also supported a folk festival and a team of American Indian artisans, in cooperation with other government agencies (see below).

THE AMERICAN SPECIALIST PROGRAM

During FY 1968, 187 Americans chosen for their professional distinction and expertise went overseas as American Specialists, on short-term grants, at the invitation of the State Department, to take part in seminars and discussions with foreign professionals in their fields and to meet with selected interest groups.

Programs overseas for each Specialist are worked out by the U.S. Embassy locally, in consultation with the Bureau of Educational and Cultural Affairs. Dr. Paul McCracken, now head of the President's Council of Economic Advisers, who was selected as an American Specialist in the spring of 1968 when he was professor at the School of Business Administration of the University of Michigan, participated in a seminar in economics for former grantees in France, and lectured in five other European countries. Dr. William H. Hendren, Director of the Children's Services at Massachusetts General Hospital in Boston, served as advisor at the largest hospital in Malawi. Dorothy A. Boyne, trustee of the Overseas Education Fund of the League of Women Voters, consulted with Asian women leaders in the Far East. Other FY 1968 Specialists were experts in English-language teaching, in sports, in the arts, in law, in business and technological development.

To make up for budget cuts, which meant nearly a hundred fewer Specialists in FY 1968 than in previous years, greater use was made of partial grants awarded to distinguished persons who were traveling to or near countries requesting lectures by Specialists.

EXCHANGES IN SPORTS

Roughly 10% of the FY 1968 "cultural presentations" budget was used to send athletic teams abroad. In addition, 18 athletic coaches and individual athletes (relatively fewer than in FY 1967) were sent abroad under the American Specialists program. Several foreign athletic coaches also visited the United States for specialized training.

In all, 13 teams and 18 coaches, covering 10 sports, were sent abroad for an average period of 6 weeks. Every continent was visited, with emphasis upon the developing areas, and normally four to six nations were included in each itinerary.

The emphasis in this year's athletic program was on providing a wide variety of sports, and on U.S. representation at the World University Games in Japan (summer) and Austria (winter). A special activity of the visiting U.S. coaches was their contribution to the preparations which their host countries were making to participate in the XIX Olympic Games at Mexico City, especially in track and field, basketball, swimming and diving, weight-lifting and boxing. For example, a basketball coach sent under the American Specialist program worked for 2 months with the Moroccan national team, whose subsequent performance at the African regional games enabled them to win the right to compete in the Olympics.

Emphasis in all athletic exchanges is on training through workshops, demonstrations and work with local college and school coaches and young people. Some test matches and exhibitions are, of course, expected and arranged.

All teams, players and coaches sent out under the exchange program were chosen with the assistance of a national sports advisory panel appointed by the Assistant Secretary of State for Educational and Cultural Affairs, and in consultation with the national governing bodies and associations in each sports field. A complete list of the athletic tours for FY 1968 is given in Appendix A.

THE JUNE 1968 CONFERENCE ON EDUCATIONAL AND CULTURAL AFFAIRS

In the late spring of 1968 a conference was called of some 40 leaders in education, communications, the private foundations and the arts, for review and consultation on educational and cultural programs with government representatives. The Assistant Secretary for Educational and Cultural Affairs was chairman of the one-day meeting, held on June 25. The intent was to explore how the U.S. Government could make the most of its slim resources for such programs and what role the private sector could play. The conference group clearly affirmed its belief in the value of the program and emphasized the dependence of educational and cultural activities—both for stability and for growth—on a broader base of public understanding and support. It made recurring recommendations that the private sector needs to become much more directly involved in finding solutions to the problem.

COORDINATION WITH OTHER U.S. PROGRAMS

One of the most important tasks of coordination for the Bureau of Educational and Cultural Affairs during FY 1968 concerned preparation for U.S. participation in the Cultural Olympics in Mexico by other U.S. Government agencies as well as the State Department. A Bureau representative chaired a committee composed of representatives of the relevant U.S. agencies: of the Smithsonian Institution which organized a folk festival and an exhibit of contemporary U.S. art; of the Bureau of Indian Affairs, which cooperated in sending some American Indian artisans; of the Atomic Energy Commission which mounted an exhibit of the peaceful uses of atomic energy; and of the National Aeronautics and Space Administration and the U.S. Information Agency which collaborated to provide a space exhibit.

The folk festival and the Indian artisans, as well as the cultural programs mentioned earlier, were sent with State Department funds. Throughout, USIA gave facilitative assistance and local support in Mexico City. The committee also assisted in securing private support for a number of performing arts groups. As a result of the Bureau's leadership and the response of both U.S. public and private agencies, and the programs funded directly by the Bureau, the United States was probably better represented at the Cultural Olympics than was any other country. The Bureau also coordinated preparations for the participation and private support of the group of over 100 young Americans who attended the Olympic Camp for World Youth in Mexico at the time of the Olympic Games.

The interagency Council on International Educational and Cultural Affairs, of which the Assistant Secretary for Educational and Cultural Affairs is chairman, and whose members represent the major agencies involved in international exchange, continued in FY 1968 its analysis of the "brain drain"—i.e., migration to the United States of skilled and talented people from other countries. The Council cooperated with the U.S. Immigration and Naturalization Service (INS) in developing an annual reporting system to insure more accurate information than heretofore available. The first report, "Annual Indicator of the In-Migration into the United States of Aliens in Professional and Related Occupations, FY 1967", prepared by INS, was published in the summer of 1968.

The Bureau, through the interagency Council, also asked the U.S. Public Health Service to submit recommendations for coping with immigration of medical personnel to the United States, a special problem, and on the length of stay that should be permitted for such medical trainees. Further, a working group of the Council met to review criteria for granting waivers to foreign exchange visitors who wish to extend their stay in the United States.

The Council's Interagency Book Committee completed its review in December 1967 of proposals, made by American embassies abroad, for U.S. Government book programs overseas. Special task forces, working with the Government Advisory Committee on International Book and Library Programs, developed book and library policies for the U.S. Government in Latin America and the Far East.

In December 1967, the Council formed an Interagency Committee on India to serve as a coordinative body for exchange of information and review of educational and cultural programs conducted by many U.S. agencies in India.

VOLUNTEERS TO AMERICA

The initial group of 64 Volunteers to America, the experimental "exchange peace corps", completed its first year of service in August 1968.

Twenty-six of the original group remained in the program for a second year of service, along with 41 new Volunteers. Altogether Volunteers from 16 nations have participated in the program and have worked in 14 states and the District of Columbia. Twenty-three of the first year's group were assigned to VISTA (Volunteers in

U.S. BOOKS, presented to Tehran Law School by U.S. grantees, draw avid faculty crowds

GHANAIAN TEACHER, John Yawson, working with U.S. children in Vermont school

Service to America—a division of the Office of Economic Opportunity), and the others worked in local school projects under the supervision of the Experiment in International Living and the University of Southern California.

At the request of the State Department, an evaluation of the project was carried out by the Center for International Education of the University of Southern California. The study found that there was a high degree of support for the program in local communities where the Volunteers served, and that, despite expected initial operating difficulties, the program had been highly successful.

PARTICIPATION IN INTERNATIONAL ORGANIZATIONS

The Bureau of Educational and Cultural Affairs, which is responsible for U.S. participation in educational and cultural programs of intergovernmental organizations such as UNESCO, was active in two principal directions in the reporting year: in preparing participation in international conferences, and in working with UNESCO on its program development.

The Bureau arranged, for example, for UNESCO's participation in the International Conference on the World Crisis in Education, held at Williamsburg, Virginia, in October 1967, under the joint sponsorship of the Department of Health, Education, and Welfare and 10 private U.S. foundations. Its co-hosts were John W. Gardner, then Secretary of the Department of Health, Education, and Welfare and James A. Perkins, President of Cornell University. The Director General of UNESCO addressed the Conference, and a UNESCO affiliate, the International Institute for Educational Planning, prepared basic working documents. In his address to the Conference, President Johnson called for observance of an International Education Year, which the United Nations General Assembly has scheduled for 1970.

Among important UNESCO-sponsored meetings of FY 1968 for which U.S. participation was arranged were: expert meetings on use of communication by satellite (Paris, January 1968), and on book development in Africa (Accra, February 1968). A 6-month training course for museum curators, jointly sponsored by UNESCO and the United States, was offered in Honolulu in 1968, through the cooperation of the Honolulu Academy of Arts, the Bernice F. Bishop Museum and the East-West Center.

In collaboration with the U.S. National Commission for UNESCO and such agencies as the National Academy of Sciences and the National Research Council, the Bureau took steps designed to expand and reinforce UNESCO's capability and activities in the social sciences. Work with UNESCO during the reporting year also included advising UNESCO on its preliminary planning for the Second U.N. Development Decade; on rationalizing its future budget and program; and on increasing its study of the role of youth and the functions of higher education in contemporary society.

Active efforts were made to help secure able Americans for professional service at UNESCO. As of June 30, 1968, there were 137 American professionals working at UNESCO, as compared with 117 two years earlier. Dr. Seth Spaulding, a U.S. educator with extensive overseas experience, was appointed in September 1967 by UNESCO as Chief of its Department of Educational Methods and Techniques.

A proclamation by President Johnson in October 1967 designated 1968 as Human Rights Year, as part of a world-wide observance commemorating the 20th anniversary of the adoption of the Universal Declaration of Human Rights. In January 1968, the President established a Commission for the Observation of Human Rights Year 1968. The Bureau of Educational and Cultural Affairs, and the U.S. National Commission for UNESCO which represents 135 private U.S. organizations, have maintained day-to-day working relationships with the President's Commission in developing observances at the national, state and local level.

NON-SPONSORED STUDENTS

There are over 110,000 foreign students now in this country, of whom less than 10% are sponsored by this government. The State Department has been increasingly concerned with providing supplementary services and programs in the United States for this large group, and for assuring the students of effective counseling in their home countries as they make plans to come to the United States. In FY 1968, $362,600 was made available to improve and strengthen programs for such students.

The State Department funds were used to maintain several programs initiated in former years and make possible adaptations to meet current needs. For example, for Hong Kong and other East Asian students wanting to come to this country, the counseling service formerly conducted under the supervision of USIS-Hong Kong was transferred, with Departmental support, to the Institute of International Education's East Asian Office there, which is equipped to conduct a sophisticated interview service for prospective students and provide guidance by admissions experts.

About one-third of the funds available were used to support the Field Service Program of the National Association for Foreign Student Affairs, which provides U.S. campus consultations, workshops and in-service training grants to increase the relevance and effectiveness of programs for foreign students in the United States.

Also during the fiscal year, the Department stimulated the use overseas in student counseling offices of a new and long-needed pamphlet on "Financial Planning for Study in the United States—a Guide for Students from Other Countries". This pamphlet, which was published by the College Entrance Examination Board in early 1968, describes degree programs in U.S. institutions, and gives a realistic view of the expenses involved, the cost and availability of orientation and English language programs, entertainment, holiday and summer activities, and other considerations not often anticipated by prospective foreign students.

In June 1968, the Department hosted the first of several related meetings to discuss the problems of the 100,000 or so non-sponsored foreign students in the United States. The meeting brought together representatives of universities and private organizations who plan and administer community programs to acquaint foreign students with home and family life here, local involvement in community and governmental action, and other aspects of the American scene not part of the daily campus activities. The result of this meeting, and one in July devoted to special campus programs, will be reflected in new initiatives in FY 1969.

Teen-Age Exchanges

Some 4,290 high-school students from abroad visited the United States during FY 1968, under special exchange programs conducted by private agencies using private funds supplemented by small Departmental grants. This number of teen-age students represented a slight increase from the preceding year.

The four agencies which conduct the programs are the American Field Service, the International Christian Youth Exchange, the U.S. Catholic Conference, and Youth for Understanding. The young people—who attend U.S. high schools for a year while staying with American families and entering into American community life—came from 67 countries.

THE EAST-WEST CENTER*

The East-West Center in Hawaii, established by Congress in 1960, concentrated this past year on structuring its program planning to reflect the emerging needs of the Asian and Pacific area, with emphasis on the problem-oriented approach. From 1960 to the end of FY 1968, more than 9,000 students, technicians and scholars from 33 countries had participated in Center programs.

Of the Center's three component Institutes, the Institute for Student Interchange awarded 344 new graduate study grants for periods of 18 to 24 months; two-thirds of the grantees were Asians. The Institute for Technical Interchange trained 488 Hawaii-based participants and 1,335 trainees mostly in the Pacific Islands (plus 270 AID-sponsored trainees) in public health, education, agriculture, business and the technologies. The Institute of Advanced Projects awarded grants of 4 to 10 months each to 40 senior scholars for advanced research and publication.

Although some activities of the Center were curtailed because of a mid-year Federal appropriations cut, nevertheless there were opportunities for growth and development, especially in the new problem-oriented approach to research, with the establishment of a Population Studies program funded by AID. The Center's new research-oriented approach was recommended by the East-West Center/University of Hawaii Task Force in June 1966.

The East-West Center Press, established in 1962, published 11 books in 1968, bringing the total to 70 since it began operating. The Center Library, which is building up resources for scholarly research on Asia, participated in cooperative Asian bibliographic activities as well as in-service training.

The Conferences and Seminars program of the Center has focused on current and future problems of the area and serves as a catalyzing force for continuing action in significant areas of research and policy. The inclusion of University of Hawaii faculty in these seminars meant greater involvement of the faculty with Center programs, as well as a further step toward the closer University/Center relations repeatedly recommended by various advisory groups.

Financial support to the Center is provided through annual Congressional appropriations to the Department of State, administered through the Bureau of Educational and Cultural Affairs.

*The Center for Cultural and Technical Interchange Between East and West.

COLLABORATION WITH USIA

For educational and cultural affairs, the U.S. Information Agency (USIA) acts for the Department of State in American Embassies abroad, administering and supervising such exchange activities, and maintains liaison with the local binational commissions on policy matters.

The Cultural Affairs Officer

Much of the actual operation of the educational and cultural exchange program overseas rests with the Cultural Affairs Officer (CAO) in the American Embassies. A member of USIA, he is the official locally responsible for developing and enriching U.S. educational and cultural contacts and spends as much as 60% of his time on exchange activities. For the exchange program, the CAO functions under the policy direction of the State Department. In each country, the carrying out of exchanges of foreign leaders, specialists and educational travel groups, as well as local programming of U.S. performing arts groups and American Specialists, are the direct responsibility of the CAO and his staff. The CAO also plays an important supervisory role in educational exchange, serving as a member, and often chairman, of the binational commissions in the 48 countries where these exist, and in other countries taking full local responsibility for educational exchange.

In 1968 there were 103 CAOs, and 216 assistant CAOs of whom 11 in large posts were special educational exchange officers. In small posts, in small countries or in provincial cities, where there is no CAO, the Public Affairs Officer spends considerable time on educational and cultural exchange. USIA maintained 120 such one-man posts in FY 1968.

Support for Exchange Programs

To support and supplement activities of the exchange program, many of USIA's 200 libraries and reading rooms in FY 1968 provided, by special shipment, textbooks and other materials for use by visiting U.S. lecturers and specialists.

The libraries and cultural centers also provided college counseling and help to local young people planning to go to U.S. institutions. Materials on entrance requirements and college selection were made available in 80 countries in 1968, and USIA films on U.S. campus life were widely distributed. A particularly successful documentary of FY 1968 was "Animal Doctor", a story on an Ugandan veterinary graduate student grantee at Tuskegee Institute.

ASSISTANT CULTURAL OFFICER Tuohey of Bombay (left) shows U.S. books on food production to State Food Minister H. G. Vartak of Maharashtra

U.S. performing artists abroad are strongly supported by many USIA facilities in the field, including special exhibits. When, for example, the Charles Lloyd (Jazz) Quartet was scheduled to visit Bangkok in May 1968, USIA arranged an advance press conference which stimulated a variety of articles in the local newspapers. Taped music and narrated programs supplied by USIA were used by local radio stations in Bangkok and other cities. On the last day of the Quartet's visit, USIA also arranged a special workshop-demonstration in its U.S. Information Center auditorium for a capacity audience consisting primarily of Thai musicians. In 1968 USIA produced 10 film and TV shows about groups and artists on State Department tours. One featured the Alvin Ailey American Dance Company which gave performances widely in Africa during the year.

English Teaching

Programs for teaching English overseas are a major USIA activity. 1968 enrollment totaled more than 310,000 persons. USIA held approximately 100 seminars for 3,500 English language teachers in almost 50 countries, as compared to 83 seminars in 40 countries last year. American exchange teachers or professors are often featured at these seminars. The Voice of America's English language teaching program and special USIA texts and other materials supplement direct teaching programs. CAOs and binational cultural centers administer English language comprehension tests where there is no binational education exchange commission.

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TABLE 1

NUMBER OF EXCHANGES WITH EACH COUNTRY, 1949-1968

(Arrivals Only)

Area and Country	U.S. Grantees														Foreign Grantees																Area and Country
	Academic								International Visitors				U.S. totals, cumulative		Academic								International Visitors				Foreign totals, cumulative		U.S. AND FOREIGN TOTALS		
	University students		Research scholars		Teachers		University lecturers		Educational travel		Specialists				University students		Research scholars		Teachers		University lecturers		Educational travel		Specialists		Leaders				
	1949-1967	1968	1949-1967	1968	1949-1967	1968	1949-1967	1968	1959-1967	1968	1949-1967	1968	1968	1949-1968	1949-1967	1968	1949-1967	1968	1949-1967	1968	1949-1967	1968	1957-1967	1968	1949-1967	1968	1949-1967	1968	1968	1949-1968	1968	1949-1968	
NEAR EAST AND SOUTH ASIA																																**NEAR EAST AND SOUTH ASIA**
Afghanistan	5	1			7		20	3			11	1	5	48	83	14	3		11				11		4		31		14	157	19	205	Afghanistan
Bhutan																2													2	2	2	2	Bhutan
Ceylon	19		4				58	6			2		6	89	184	11	18	3	62	2	5	1			29		74	7	24	396	30	485	Ceylon
Cyprus					2	2	8				2		2	14	85	20	1		30	7					51	7	29	4	38	234	40	248	Cyprus
Greece	133	3	56	2	323	9	88	7			23		21	644	814	25	112	4	112	5	9		10		74	8	194	4	46	1,371	67	2,015	Greece
India	394	37	215	10	160		340	21			130	6	74	1,313	1,680	94	247	17	321	24	109	4	12		349	11	357	25	175	3,250	249	4,563	India
Iran	19	1	8	2	64	3	91	11			12	2	19	213	172	1	68	5	256	28	2	2	4		103	21	131	7	64	800	83	1,013	Iran
Iraq	1		13		19		106				14			153	143		14				3				18		66			244		397	Iraq
Israel	18	3	30	1	8		92	7			22	3	14	184	102	13	76	13	22	1	12	1	6		76	4	50	4	36	380	50	564	Israel
Jordan	4				3		13				6			26	113	5			4				1		48	3	51		8	225	8	251	Jordan
Kuwait																									1		2			3		3	Kuwait
Lebanon	1		1		4		38				35	1	1	80	7	8	2		11	1	4	1	24		46		81	11	21	196	22	276	Lebanon
Nepal	2		6		3		6	1					1	18	62	13	10		33	8	3	2			5		12		23	148	24	166	Nepal
Pakistan	19		17		25		201				34	2	2	298	830	4	48	1	130		13		8		105	1	194	8	14	1,342	16	1,640	Pakistan
Saudi Arabia							13				2	2	2	17	5				2						8		9	1	1	25	3	42	Saudi Arabia
Southern Yemen											1			1	20	1			1						3		1		1	26	1	27	Southern Yemen
Syria					13		41				6			60	21				2		2		12		33		54			124		184	Syria
Turkey	36	5	13		106	7	116	13			34	1	26	331	478	42	113	10	82	11	15	1	10		70	4	114	9	77	959	103	1,290	Turkey
United Arab Rep.	58		38		6		179				25			306	571	2	112		73		28		4		69		148		2	1,007	2	1,313	U.A.R.
Yemen					2									2	39										1		10			50		52	Yemen
Multi-country											103	7	7	110																	7	110	Multi-country
TOTAL	709	50	401	15	745	21	1,410	69			462	25	180	3,907	5,409	255	824	53	1,152	87	205	12	102		1,093	59	1,608	80	546	10,939	726	14,846	TOTAL
EAST ASIA AND PACIFIC																																**EAST ASIA AND PACIFIC**
Australia	304	14	165	11	116	8	185	14			10		47	827	491	35	314	18	178	14	84	6	7	2	20	1	144	10	86	1,324	133	2,151	Australia
Brunei																			1											1		1	Brunei
Burma	18		20		50		74				7	2	2	171	238		42		97		3				24	1	116		1	521	3	692	Burma
Cambodia	1				42						7			50	83				12						5		35			135		185	Cambodia
China, Rep. of	29	5	111	1	3		88	10			7	1	17	255	160	13	72	4	61		31	2	4		75		101	10	29	533	46	788	China, Rep. of
Hong Kong	6		8		2		23	1			4	1	2	45	33	2	6	1	20				4	3	48	1	32	8	15	158	17	203	Hong Kong
Indonesia					31	2	7	2			10		4	52	240	10	3		69		5		9	2	119	1	249	22	35	729	39	781	Indonesia
Japan	130	6	165	6	117		258	19			182	26	57	909	2,588	135	1,137	11	354	14	117	5	9	3	94	9	791	123	300	5,390	357	6,299	Japan
Korea	5	3	1		4		50	7			31	4	14	105	336	29	48	3	55	8	20	2	9	4	196	4	205	27	77	946	91	1,051	Korea
Laos					20	5					7		5	32	24	1			66				3		19		27	7	8	147	13	179	Laos
Malaysia	6	3	2	1	4		44	5			22		9	87	131	31	14	2	113	2	5		7	1	133	4	186	23	63	652	72	739	Malaysia
New Guinea			1		2									3	2										4		2			8		11	New Guinea
New Zealand	134	4	102	4	72	2	39	1			8		11	366	251	11	75	2	97	3	23	3	7	3	35	1	76	12	35	599	46	965	New Zealand
PACIFIC ISLANDS:																																	PACIFIC ISLANDS
Br. Solomon Is.																											1			1		1	Br. Solomon Is.
Fiji Islands					3						1			4	1		1		8						4		13	7	7	34	7	38	Fiji Is.
Micronesia (Mariana, Marshall, Caroline Is.)					1									1					1						2		13	2	2	18	2	19	Micronesia (Mariana, Marshall, Caroline Is.)
New Caledonia											1			1																		1	New Caledonia
Tonga Islands					2									2													1			1		3	Tonga Is.
Western Samoa														8											3		6			17		17	West. Samoa
The Philippines	76	3	36	1	10		156	6			12	5	15	305	927	38	48	2	48	2	12	3	18	3	114	2	152	20	70	1,389	85	1,694	Philippines
Singapore	2				2		8	1			8		1	21	34	1	6	1	21		1		4	3	53	3	31	6	14	164	15	185	Singapore
Thailand	14	2	13		41		88	8			38		10	204	465	36	5		44	10	2		13	5	123	2	184	36	89	925	99	1,129	Thailand
Viet-Nam			1		13	6	39	3			19		9	81	97		8		21		1		6		34	2	44	22	24	235	33	316	Viet-Nam
Multi-country						1	4		9		157	12	13	183																	13	183	Multi-country
TOTAL	725	40	625	24	535	24	1,063	77	9		531	51	216	3,704	6,109	342	1,779	44	1,266	53	304	21	100	29	1,105	31	2,409	335	855	13,927	1,071	17,631	TOTAL

TABLE 1—Continued

NUMBER OF EXCHANGES WITH EACH COUNTRY, 1949-1968

(Arrivals Only)

Area and Country	U.S. Grantees: Academic: University students 1949-1967	University students 1968	Research scholars 1949-1967	Research scholars 1968	Teachers 1949-1967	Teachers 1968	University lecturers 1949-1967	University lecturers 1968	International Visitors: Educational travel 1959-1967	Educational travel 1968	Specialists 1949-1967	Specialists 1968	U.S. totals, cumulative 1968	U.S. totals, cumulative 1949-1968
WESTERN EUROPE														
Austria	574	24	85	4	74	3	116	5			8		36	893
Belgium	278	6	68	2	59	2	47	3			3		13	468
Canada					2	2							2	4
Denmark	237	6	99	8	37	2	123	9			4		25	525
Finland	101	3	62	4	66	3	163	9			18	1	20	430
France	4,034	183	398	15	468		331	22			23	1	221	5,475
Germany	2,802	169	276	17	513	35	398	25			596	2	248	4,833
Gibraltar														
Iceland	15	2	5	2	8	1	11	1	3		25		6	73
Ireland	22	1	14	1	2	1	44	5			3		8	93
Italy	1,612	57	393	13	552	23	316	15			19	1	109	3,001
Luxembourg			1		2		1				4			8
Malta	1		3		4		3	1					1	12
Netherlands	470	17	109	9	214	3	158	8			8		37	996
Norway	307	9	147	7	55	1	94	2			2		19	624
Portugal	20	5	15	2	1		15	2					9	60
Spain	203	26	66	6	235		124	11			9	1	44	681
Sweden	42	11	15	6	9	1	47	3			13	2	23	149
Switzerland							10				1			11
United Kingdom	2,203	83	369	15	1,816	89	364	23			17	2	212	4,981
Multi-country[1]			1		81		1				195	5	5	283
TOTAL	12,921	602	2,126	111	4,198	166	2,366	144	3		948	15	1,038	23,600
EASTERN EUROPE														
Bulgaria	1							1			4		1	6
Czechoslovakia											3			3
Hungary											1			1
Poland	49	5	1		1		26	3	4		106	14	22	209
Romania	12	4	6	1			7	1			6	1	7	38
U.S.S.R.											63			63
Yugoslavia	9	5	9	1			25	11			35	3	20	98
Multi-country											22	3	3	25
TOTAL[2]	71	14	16	2	1		58	16	4		240	21	53	443

Area and Country	Foreign Grantees: Academic: University students 1949-1967	University students 1968	Research scholars 1949-1967	Research scholars 1968	Teachers 1949-1967	Teachers 1968	University lecturers 1949-1967	University lecturers 1968	International Visitors: Educational travel 1957-1967	Educational travel 1968	Specialists 1949-1967	Specialists 1968	Leaders 1949-1967	Leaders 1968	Foreign totals, cumulative 1968	Foreign totals, cumulative 1949-1968	U.S. AND FOREIGN TOTALS 1968	U.S. AND FOREIGN TOTALS 1949-1968
WESTERN EUROPE																		
Austria	869	41	172	7	96	3	73	10	3		46	3	242	8	72	1,573	108	2,466
Belgium	422	19	130	6	118	4	25		3		12	2	167	11	42	919	55	1,387
Canada					6	2					1		85		2	94	4	98
Denmark	568	24	197	12	89	2	55	1			37	3	152	10	52	1,150	77	1,675
Finland	753	33	211	16	254	5	24	1	48		192	4	425	12	71	1,978	91	2,408
France	3,832	212	668	39	714	6	280	39	48		161		570	32	328	6,601	549	12,076
Germany	5,243	147	578	32	863	27	139	14	30		250	8	5,459	31	259	12,821	507	17,654
Gibraltar					2											2		2
Iceland					47	1			3		76	2	129	5	16	398	22	471
Ireland	122	8	5		240	39	4	1	4		29		17	4	61	464	69	557
Italy	87	16	22	1	350	24	114	14	3		71	4	516	22	148	3,272	257	6,273
Luxembourg					13	2					3		22		3	86	3	94
Malta	43	1	2		15						4		9	3	3	40	4	52
Netherlands	9				161	3	70	4	2		85	2	141	11	47	1,618	84	2,614
Norway	861	22	251	5	171	2	61	4	1		56	4	155	6	74	1,921	93	2,545
Portugal	1,070	45	333	13	28		3		14		10	1	101	2	18	262	27	322
Spain	65	12	23	3	66	5	52	4	57		32	3	137	9	53	793	97	1,474
Sweden	345	30	51	2	57		32	3	2		110	8	120	6	32	577	55	726
Switzerland	133	11	91	4	1		1		2		9		54	3	3	82	3	93
United Kingdom	11		1														541	12,205
Multi-country[1]	2,610	116	1,318	56	1,838	87	595	29	6		83	4	445	37	329	7,224	5	283
TOTAL	18,423	786	4,743	231	5,129	212	1,528	124	225		1,267	48	8,946	212	1,613	41,875	2,651	65,475
EASTERN EUROPE																		
Bulgaria											3	3	9	2	9	28	10	34
Czechoslovakia											20	2	2		2	28	2	31
Hungary													3			3		4
Poland	1										69	7	56	1	33	355	55	564
Romania											6	2	7	7	26	80	33	118
U.S.S.R.													5			6		69
Yugoslavia											1						94	626
Multi-country											138	4	162	9	74	528	3	25
TOTAL[3]											237	18	244	19	144	1,028	197	1,471

[1] Includes grants to both Western and Eastern Europe and Yugoslavia for the period 1949–1964.

[2] In addition, the following exchanges were arranged under State Department sponsorship and through the Inter-University Committee on Travel Grants, with Bulgaria, Czechoslovakia, Hungary and the U.S.S.R.:

IUCTG EXCHANGES WITH EASTERN EUROPE

Country	U. S. Grantees: Students	Research scholars	Teachers	U.S. total	Foreign Grantees: Students	Research scholars	Teachers	Foreign total	U.S. and Foreign total
Bulgaria	2			2		1		1	3
Czechoslovakia	4			4	4	4		8	12
Hungary		3		3	1	1		2	5
U.S.S.R.	29	4	26	59	31	13	27	71	130
Total	35	7	26	68	36	19	27	82	
					71	26	53	150	150

GRAND TOTAL

TABLE 1—Continued

NUMBER OF EXCHANGES WITH EACH COUNTRY, 1949-1968

(Arrivals Only)

Area and Country	U.S. Grantees														Foreign Grantees														Foreign totals, cumulative		U.S. AND FOREIGN TOTALS		Area and Country
	Academic								International Visitors				U.S. totals, cumulative		Academic								International Visitors											
	University students		Research scholars		Teachers		University lecturers		Educational travel		Specialists				University students		Research scholars		Teachers		University lecturers		Educational travel		Specialists		Leaders							
	1949-1967	1968	1949-1967	1968	1949-1967	1968	1949-1967	1968	1959-1967	1968	1949-1967	1968	1968	1949-1968	1949-1967	1968	1949-1967	1968	1949-1967	1968	1949-1967	1968	1957-1967	1968	1949-1967	1968	1949-1967	1968	1968	1949-1968	1968	1949-1968	
AFRICA																																	**AFRICA**
Algeria			1				1				2			4	66								7		13		25			111		115	Algeria
Angola								1					1	1	19	3									4	1	2		4	29	5	30	Angola
Botswana			1					1					1	2	2								4		3	3	4	2	5	18	6	20	Botswana
Burundi	1				1			1					1	3	15	2							2	9			4		11	32	12	35	Burundi
Cameroon					1						1			2	16	3							22	7	8		20	4	14	80	14	82	Cameroon
Canary Islands																	1													1		1	Canary Islands
Central African Rep.											1			1	2						2		20	6	3		13	1	9	47	9	48	Central African Rep.
Chad					1									1	2						2		8	3	3		17		5	35	5	36	Chad
Congo-Brazzaville							2							2	5				2				2		3		23			35		37	Congo-Brazzaville
Congo-Kinshasa							8	1					1	9	7						2		16	25	26		78	7	34	161	35	170	Congo-Kinshasa
Dahomey					3									3	1				3		2		12	8	3		28	6	16	63	16	66	Dahomey
Equatorial Guinea															1												2			3		3	Equatorial Guinea
Ethiopia							23	2			7		2	32	47	2					1		12	1	24	2	37	8	13	134	15	166	Ethiopia
French Somaliland																							1							1		1	Fre..ch Somaliland
Gabon															1					1			3	8	2		10		9	25	9	25	Gabon
Gambia, The					1								1	1	7	1			1				6	1	4		3	1	3	24	3	25	Gambia, The
Ghana	2		2		5		11	2			14		2	36	74	8	4		15		1		26	5	46	9	68	14	36	270	38	306	Ghana
Guinea					2		3				2			7									13		5		15	5	5	38	5	45	Guinea
Ivory Coast							2				1			3	1						3		7	4	12	12	27	4	23	70	23	73	Ivory Coast
Kenya	3		9		3									15	201	7			15		1		19	9	41	1	57	9	26	360	26	375	Kenya
Lesotho							5							5	3	1			2				1	1	1	2	5	2	6	18	6	23	Lesotho
Liberia					8		12	6			2		6	28	12	3			16	2			5	1	7		9		6	55	12	83	Liberia
Libya					8	1	7				9	1	2	26	11										12	1	29	1	2	54	4	80	Libya
Malagasy Rep.					1		1				3			5	1				1	2			3		16	1	45	2	5	71	5	76	Malagasy Rep.
Malawi					2							3	3	5	14				14				4	1	5	1	11	2	4	52	7	57	Malawi
Mali					2						2			4	4					2			10	2	3	2	32	3	9	58	9	62	Mali
Mauritania															1								1	1	1		6		1	10	1	10	Mauritania
Mauritius															3				1		1		1		1		5			11		11	Mauritius
Morocco					46	1		1			10		2	58	125				4				31		24		57	6	6	247	8	305	Morocco
Mozambique											4			4	27	1									1		5	2	3	36	3	40	Mozambique
Niger															1				10	2			2		3		22	7	9	47	9	47	Niger
Nigeria	66		4		10		4		22		10			116	105	6	8		10		6		69	35	77	5	99	10	56	430	56	546	Nigeria
Portuguese Guinea															1															1		1	Portuguese Guinea
Rwanda							2	1					1	3	3					2				1			5		3	11	4	14	Rwanda
St. Helena					1									1																		1	St. Helena
Senegal							3				8			11	7				3	2			41	11	12		29	3	16	108	16	119	Senegal
Seychelles Is.					2									2													1			1		3	Seychelles Is.
Sierra Leone			1		3		1	1			2		1	8	29	5	4		7		3		16	2	22	2	43	5	14	138	15	146	Sierra Leone
Somalia					2						1	1	1	4	81	2							5		3		48	6	8	145	9	149	Somalia
South Africa	7		1		3		17	1			6		1	35	135	4	11				3		3	2	38	3	85	3	12	287	13	322	South Africa
Southern Rhodesia			1		1		4				3			9	68	7	6		14					1	48	1	32		9	177	9	186	Southern Rhodesia
Southwest Africa															12										3					15		15	Southwest Africa
Sudan							18				6			24	63	2	1		4		1		10	4	19		21		6	125	6	149	Sudan
Swaziland															8	1									1	3	3	3	7	19	7	19	Swaziland
Tanzania			3		7		5				3	1	1	19	96	1			22				7	1	29		50	1	3	207	4	226	Tanzania
Togo															5					2			12	3	12	2	36	2	9	74	9	74	Togo
Tunisia					22		1	1			2	1	2	27	48		1		44				36	2	13	1	41	1	4	187	6	214	Tunisia
Uganda	7		23		5		16	1			2		1	54	122	8	3		6		1		12	4	30	4	42	2	18	234	19	288	Uganda
Upper Volta															1					2			3	1	1		14	1	4	23	4	23	Upper Volta
Zambia			10		13		5	1			1	1	2	31	40	1	1		12				3	2	17	4	18		7	98	9	129	Zambia
Multi-country							1		13		79	8	8	101																	8	101	Multi-country
TOTAL	86		56		153	2	152	21	35		181	16	39	702	1,493	68	40		206	28	18		454	161	599	60	1,226	123	440	4,476	479	5,178	TOTAL

TABLE 1—Continued

NUMBER OF EXCHANGES WITH EACH COUNTRY, 1949-1968

(Arrivals Only)

Area and Country	U.S. Grantees														Foreign Grantees														U.S. AND FOREIGN TOTALS		Area and Country
	Academic								International Visitors				U.S. totals, cumulative		Academic								International Visitors						Foreign totals, cumulative			
	University students		Research scholars		Teachers		University lecturers		Educational travel		Specialists				University students		Research scholars		Teachers		University lecturers		Educational travel		Specialists		Leaders					
	1949-1967	1968	1949-1967	1968	1949-1967	1968	1949-1967	1968	1959-1967	1968	1949-1967	1968	1968	1949-1968	1949-1967	1968	1949-1967	1968	1949-1967	1968	1949-1967	1968	1957-1967	1968	1949-1967	1968	1949-1967	1968	1968	1949-1968	1968	1949-1968	
LATIN AMERICA																																**LATIN AMERICA**
Argentina	68	7	9		14		76	7	7		14	4	18	206	335	30	39	3	125	18	20	2	160	35	101	8	337	16	112	1,229	130	1,435	Argentina
Barbados					2									2	2				3	2			1		6	2	2	2	6	20	6	22	Barbados
Bolivia	24		1		8		14				5			52	112	15	19	1	176	21	2		398	29	18		135	21	87	947	87	999	Bolivia
Brazil	112	12	19		76		124	7	5	10	74	2	31	441	572	38	104	9	285	16	28	5	687	122	145	10	445	46	246	2,512	277	2,953	Brazil
Chile	97	9	10		16		89	7		6	21		22	255	361	34	35	9	194	18	18	1	52	5	27	1	205	7	75	967	97	1,222	Chile
Colombia	63	7	2	2	170	1	124	11			23	1	22	404	304	24	21	2	191	29	16		322	26	51	2	157	4	87	1,149	109	1,553	Colombia
Costa Rica	30	2			3		16	1			4		3	56	66		5	3	90	4	1		314	23	24	7	62	4	41	603	44	659	Costa Rica
Cuba	8				6		13				6			33	57		2		46		1		5		7		40			158		191	Cuba
Dominican Rep.	11										10	3	3	24	50	5	2	1	37	5	1		99	21	14		77	13	45	333	48	357	Dominican Rep.
Ecuador	35	8	1		10		58	3			24	2	13	141	144	10	11	1	174	27	4		327	30	35	2	132	15	85	912	98	1,053	Ecuador
El Salvador	2				2		14				6			24	39		2		77	5			332	11	22		50	9	25	547	25	571	El Salvador
Guatemala	69	2			1		24				10		2	106	69		1	2	248	38	4		537	19	99	1	133	24	84	1,175	86	1,281	Guatemala
Guiana (Fr.) & Surinam											1			1	2				1					1	1	1	5	1	3	12	3	13	Guiana (Fr.) & Surinam
Guyana					6		2				2			10	34	11			12	1			3	1	22	13	21	10	26	118	26	128	Guyana
Haiti	18				2		12				6			38	71				49	7	1		11	10	19		16	1	18	185	18	223	Haiti
Honduras	8				7		14	2			6		2	37	57	1	3		104	8			136	17	12	1	49	10	37	398	39	435	Honduras
Honduras, Br.												2	2	2	4	1			14	1			2		11	2	17	1	5	53	7	55	Honduras, Br.
Jamaica	5	3	14		7		11				11		3	51	4		5	1	8		1		18		33	6	19	7	14	102	17	153	Jamaica
Mexico	88	2	1		4	1	170	5			71	7	15	349	302	19	31	4	496	30	16		1,016	27	78	2	135	5	87	2,161	102	2,510	Mexico
Nicaragua	13	1			8		13				1		1	36	84	3	1	2	52		2		88	2	18		40	5	12	297	13	333	Nicaragua
Panama	8						13				15			36	102		3	1	94	4	2		44	16	21	2	41	5	28	335	28	371	Panama
Paraguay	5	1	3		6		16	2			4		3	37	95	5	8		80	7			40	13	20	1	81	3	29	353	32	390	Paraguay
Peru	83	10	25		17	3	118	12			7	2	27	277	194	15	77	10	166	31	7	2	337	18	17	5	110	9	90	998	117	1,275	Peru
Trinidad and Tobago	3		1		1		14				1			20	25	4	2		5				11	3	20	1	19	7	15	97	15	117	Trinidad and Tobago
Uruguay	22	3	4	2	6		47	9			1	2	16	107	109	6	28	6	116	20	3		326	12	44	1	89	11	56	771	72	878	Uruguay
Venezuela	70	5			1		21	1	9		35	6	12	148	60	7	7	1	135	27	3		369	4	3	12	183	55	106	899	118	1,047	Venezuela
West Indies:																																	West Indies:
British (incl. Bahamas)	1		5		25						7	1	1	39	24	1	4		24		2		16		29		18	1	2	119	3	158	British (incl. Bahamas)
French Antilles					3									3					5				23	6	2		17		6	53	6	56	Fr. Antilles
Netherlands Antilles											2			2					2						3	1			1	6	1	8	Netherlands Antilles
Multi-country							8		6		222	12	12	248																	12	248	Multi-country
TOTAL	843	72	95	4	401	5	1,011	67	27	16	600	44	208	3,185	3,286	229	410	56	3,009	319	132	10	5,674	451	935	71	2,635	292	1,428	17,509	1,636	20,694	TOTAL
MULTI-AREA TOTAL				1			4	1			461	15	17	482																	17	482	MULTI-AREA TOTAL
GRAND TOTAL	15,355	778	3,319	156	6,033	219	6,064	395	78	16	3,423	187	1,751	36,023	34,908	1,726	7,932	436	10,807	703	2,207	172	6,570	641	5,236	287	17,068	1,061	5,026	89,754	6,777	125,777	GRAND TOTAL

TABLE 2

FIELDS OF SPECIALIZATION BY CATEGORY OF GRANTEE, JULY 1, 1967–JUNE 30, 1968

(Arrivals Only)

Field of Specialization	U.S. GRANTEES							FOREIGN GRANTEES								U.S. AND FOREIGN TOTALS	Field of Specialization
	Academic				International Visitors		U.S. totals	Academic				International Visitors			Foreign totals		
	University students	Research scholars	Teachers	University lecturers	Educational travel	Specialists		University students	Research scholars	Teachers	University lecturers	Ed. travel	Specialists	Leaders			
HUMANITIES																	**HUMANITIES**
FINE ARTS:																	FINE ARTS:
Archaeology	1	1					2	3	5		1				9	11	Archaeology
Architecture	10	2		3			15	24	2		2			2	30	45	Architecture
Painting and Sculpture	14						14							4	4	18	Painting and Sculpture
History of Art, Architecture	34	1		2			37	6	1		4	9		3	23	60	History of Art, Architecture
Music	60	7		4		9	80		2		4		3	9	18	98	Music
History of Music	9						9	19						2	21	30	History of Music
Theatre Arts	10			2		11	23				1	9	3	18	31	54	Theatre Arts
History of Theatre Arts	11					1	12	13						2	15	27	History of Theatre Arts
Other	10	2				4	16	17	1			1	2	17	38	54	Other
Fine Arts, Total	159	13		11		25	208	82	11		12	19	8	57	189	397	Fine Arts, Total
LANGUAGE AND LITERATURE:																	LANGUAGE AND LITERATURE:
African	1						1		1						1	2	African
Classical	7	1	19	1			28	4	3	1	1				9	37	Classical
East Asian	3	1					4				1				1	5	East Asian
European	73	3	20				96	5	2	26	10		1		44	140	European
Near Eastern	3	1					4				2				2	6	Near Eastern
Romance	150	4	3	1			158		1	29	42				72	230	Romance
U.S. and English	20	3	35	76	1	6	141	123	13	9	7		2	4	158	299	U.S. and English
Other	39	4		4		4	51	17	1	1	5		3	4	31	82	Other
Language and Literature, Total	296	17	77	82	1	10	483	149	21	66	68		6	8	318	801	Language and Literature, Total
Library Science		1	2	4		3	10	11	2				15	5	33	43	Library Science
Linguistics, Philology	8	1		8		2	19	35	6		1				42	61	Linguistics, Philology
Philosophy	21	3		1			25	13	1		6	1	1	1	23	48	Philosophy
Religion	9	4		4			17	16	2					1	19	36	Religion
Humanities, other	4			2		1	7	4				1			5	12	Humanities, other
HUMANITIES, TOTAL	497	39	79	112	1	41	769	310	43	66	87	21	30	72	629	1,398	HUMANITIES, TOTAL
SOCIAL SCIENCES																	**SOCIAL SCIENCES**
Anthropology	2	3		4	1		10	14	2		1		1		18	28	Anthropology
Business Administration				9		4	13	97	4		1	1	13	18	134	147	Business Administration
Communications	1	1		5		6	13	21	1			17	37	191	267	280	Communications
Economics	15	8	1	24		7	55	118	6	1	5	22	3	34	189	244	Economics
Geography	2	2	8	5			17	17	2	6	2		1		28	45	Geography
HISTORY:																	HISTORY:
African	1						1									1	African
East Asian	3	1				1	5		1		4			1	6	11	East Asian
European	50	3					53		3		7		1		11	64	European
Latin American	23					1	24				1				1	25	Latin American
Near Eastern	8	1					9				2				2	11	Near Eastern
U.S. and U.S. Civilization				20		1	21	3	1	12	1			3	20	41	U.S. and U.S. Civilization
World	14		1				15			6					6	21	World
Other	3	6	3	13	4		29	17	2	8	1		3	2	33	62	Other
History, Total	102	11	4	33	4	3	157	20	7	26	16		4	6	79	236	History, Total
Labor, Industrial Relations		1		1		23	25	6			1		10	161	178	203	Labor, Industrial Relations
Law	13	3		8	4	15	43	86	20		4	42	8	32	192	235	Law
Manufacturing, Industry								2						4	6	6	Manufacturing, Industry
Political Science	33	6		13	1	20	73	66	7		4	6	25	255	363	436	Political Science
Psychology	5	4	1	21	1		32	36	12	1	4	2			55	87	Psychology
Public Administration	2					1	3	12	2			3		11	28	31	Public Administration
Social Science																	Social Science
Social Work and Welfare				7		3	10	7					63	8	78	88	Social Work and Welfare
Women's Organizations & Activities						2	2					7		17	24	26	Women's Organizations & Activities
Youth Organizations & Activities				1		2	3					47	42	6	95	98	Youth Organizations & Activities

TABLE 2—Continued

FIELDS OF SPECIALIZATION BY CATEGORY OF GRANTEE, JULY 1, 1967–JUNE 30, 1968

(Arrivals Only)

Field of Specialization	U.S. GRANTEES							FOREIGN GRANTEES								U.S. AND FOREIGN TOTALS	Field of Specialization
	Academic				International Visitors		U.S. totals	Academic				International Visitors			Foreign totals		
	University students	Research scholars	Teachers	University lecturers	Educational travel	Specialists		University students	Research scholars	Teachers	University lecturers	Ed. travel	Specialists	Leaders			
Sociology	11	6		7		2	26	35	5		3	10	25	13	91	117	Sociology
Statistics				2			2	5							5	7	Statistics
Urban Housing and Planning	1					1	2	12						9	21	23	Urban Housing and Planning
Social Sciences, other	9		1	1			11	19		8					27	38	Social Sciences, other
SOCIAL SCIENCES, TOTAL	196	45	15	141	11	89	497	573	68	42	41	157	232	765	1,878	2,375	SOCIAL SCIENCES, TOTAL
AGRICULTURE, FOOD SCIENCES																	AGRICULTURE, FOOD SCIENCES
Agriculture	2	5		3			10	1	13			9	2	22	47	57	Agriculture
Food Technology				1			1	37	1						38	39	Food Technology
Home Economics, Dietetics			1				1	5		1			1	3	10	11	Home Economics, Dietetics
Other		1					1	5						1	6	7	Other
AGRICULTURE, FOOD SCIENCES, TOTAL	2	6	1	4			13	48	14	1		9	3	26	101	114	AGRICULTURE, FOOD SCIENCES, TOTAL
MEDICAL SCIENCES	3	8		13	1	8	33	74	66		5	25	3	15	188	221	MEDICAL SCIENCES
NATURAL & PHYSICAL SCIENCES																	NATURAL & PHYSICAL SCIENCES
Chemistry	5	13	10	15			43	58	53	9	3	1		1	125	168	Chemistry
Earth Sciences	11	2		3			16	17	5		2		1		25	41	Earth Sciences
Life Sciences	17	11	2	19			49	56	90	1	7			5	159	208	Life Sciences
General Science, Science History	1					1	2	2		2			1	2	7	9	General Science, Science History
Mathematics	15	7	12	10			44	53	13	24	12				102	146	Mathematics
Physics	3	8	5	15		1	32	79	27	7	6			2	121	153	Physics
Space Sciences	2			1			3	6	2						8	11	Space Sciences
Natural and Physical Sciences, other	1						1	3	1	1			2	1	8	9	Natural and Physical Sciences, other
NATURAL & PHYSICAL SCIENCES, TOTAL	55	41	29	63		2	190	274	191	44	30	1	4	11	555	745	NATURAL & PHYSICAL SCIENCES, TOTAL
ENGINEERING	4	10		14		1	29	257	24		5	34		11	331	360	ENGINEERING
EDUCATION																	EDUCATION
Administration and Supervision				5		4	9	3	24	101	1	2		21	152	161	Administration and Supervision
Art and Music Education			8				8		1	10	1	1		2	15	23	Art and Music Education
General		1		4		5	10		1			12	4	61	78	88	General
Elementary and Pre-School			41	1			42	3		86		1	1	1	92	134	Elementary and Pre-School
Secondary				1			1	3		116		3		8	130	131	Secondary
Teacher Training			1	1			2	2		8			2		12	14	Teacher Training
English As A Foreign Language		2	34	12		5	53	44		129		11	2		186	239	English As A Foreign Language
Physical			5	1		5	11	9		7					16	27	Physical
Remedial			2	1		1	4		1	7			2	3	13	17	Remedial
Science Education	1			1		1	3	1	2	18	1				22	25	Science Education
Vocational			4			1	5			21				3	24	29	Vocational
Education, other	1	1		8		4	14	83	1	47	1	2	3	22	159	173	Education, other
EDUCATION, TOTAL	2	4	95	35		26	162	148	30	550	4	32	14	121	899	1,061	EDUCATION, TOTAL
AREA STUDIES	17	3		13	3	3	39	32						23	55	94	AREA STUDIES
TRANSPORTATION	1						1	2						4	6	7	TRANSPORTATION
LIBERAL ARTS								8				27			35	35	LIBERAL ARTS
SPORTS						17	17					2	1	2	5	22	SPORTS
OBSERVATION OF U.S.												333		9	342	342	OBSERVATION OF U.S.
OTHER	1						1							2	2	3	OTHER
TOTAL	19	3		13	3	20	58	42				362	1	40	445	503	TOTAL
GRAND TOTAL	778	156	219	395	16	187	1,751	1,726	436	703	172	641	287	1,061	5,026	6,777	GRAND TOTAL

TABLE 3

DISTRIBUTION OF GRANTEES IN THE UNITED STATES 1952–1965; 1966, 1967 and 1968

Arrivals Only (Except for 1968)

State or Territory	Arrivals						Arrivals, extensions, and renewals				Total arrivals	
	1952–1965		1966		1967		1968				1952–1968	
							From U.S.		To U.S.			
	From U.S.	To U.S.	From U.S.	To U.S.	From U.S.	To U.S.	Arrival	Ext. & renewal	Arrival	Ext. & renewal	From U.S.	To U.S
Alabama	171	125	9	6	10	12	11	2	7	7	201	150
Alaska	15	6	2		2		2		1		21	7
Arizona	134	241	20	17	23	36	13		23	16	190	317
Arkansas	106	122	8	7	7	4	4	1	8	5	125	141
California	3,083	4,224	279	439	281	416	253	23	405	395	3,896	5,484
Colorado	348	823	38	95	31	77	27	3	66	78	444	1,061
Connecticut	750	1,170	47	70	59	58	41	4	44	69	897	1,342
Delaware	95	92	9	8	10	4	6	1	4	2	120	108
Florida	365	402	32	49	37	41	26	3	39	30	460	531
Georgia	238	338	16	27	24	34	20	3	30	30	298	429
Hawaii	111	37	9	5	17	9	11	2	11	5	148	62
Idaho	88	39	8	4	5	3	7	1	89	4	108	135
Illinois	1,415	3,230	103	184	122	201	94	6	199	243	1,734	3,814
Indiana	631	1,427	52	155	44	147	48	3	127	127	775	1,856
Iowa	405	650	31	40	26	49	29	4	34	60	491	773
Kansas	387	1,022	35	72	29	56	30	5	59	77	481	1,209
Kentucky	225	159	13	5	12	6	12	1	4	10	262	174
Louisiana	221	303	19	24	24	18	12		19	18	276	364
Maine	158	156	10	10	13	14	4	1	11	3	185	191
Maryland	517	593	46	43	39	34	31	5	28	59	633	698
Massachusetts	1,420	3,902	121	265	113	255	78	8	260	224	1,732	4,682
Michigan	1,143	2,492	91	164	74	193	68	3	137	142	1,376	2,986
Minnesota	721	1,131	53	101	59	55	30	3	70	65	863	1,357
Mississippi	122	36	6	7	7	3	9		3	4	144	49
Missouri	453	577	30	32	36	41	34	2	34	53	553	684
Montana	118	79	7	5	5	2	5		6	2	135	92
Nebraska	191	143	19	10	10	30	8		26	8	228	209
Nevada	46	9	2	1	4	1	3	1		1	55	11
New Hampshire	137	114	18	32	8	8	9	1	10	19	172	164
New Jersey	1,021	1,164	80	89	90	93	76	10	92	75	1,267	1,438
New Mexico	138	120	17	9	11	10	9	1	11	16	175	150
New York	4,073	5,888	370	517	311	433	230	37	421	524	4,984	7,259
North Carolina	450	613	35	57	32	55	19	2	28	59	536	753
North Dakota	82	33	12	7	3	7	7		6	5	104	53
Ohio	1,033	1,803	68	205	86	173	56	11	133	132	1,243	2,314
Oklahoma	239	262	16	19	14	44	9	2	8	26	278	333
Oregon	407	558	27	67	26	77	37	1	48	34	497	750
Pennsylvania	1,386	2,467	132	200	108	209	106	11	194	261	1,732	3,070
Rhode Island	184	295	14	24	13	24	14		16	26	225	359
South Carolina	146	114	12	22	9	8	10		7	4	177	151
South Dakota	109	52	6	4	6	2	9		2	3	130	60
Tennessee	282	406	20	30	21	23	11	1	11	29	334	470
Texas	644	1,337	80	119	77	144	56	8	110	74	857	1,710
Utah	159	223	22	23	10	7	12		22	10	203	275
Vermont	116	138	3	12	5	9	9		10	7	133	169
Virginia	439	345	37	27	31	35	25	2	30	22	532	437
Washington	538	1,040	38	64	44	57	32	5	59	49	652	1,220
West Virginia	117	77	5	4	6	7	8	1	3	10	136	91
Wisconsin	631	1,404	52	111	44	122	46	1	155	97	773	1,792
Wyoming	65	40	6	3	4	2	1	1	4	3	76	49
District of Columbia	440	747	49	82	38	103	36	1	108	73	563	1,040
Guam	3										3	
Puerto Rico	76	990	9	152	5	70	5		96	5	95	1,308
Virgin Islands	5										5	
Multi-state	22,779			2,224		1,879			1,698	16		28,580
Residing or Assigned Outside the United States	36	1	7		5	1	3			1	51	2
TOTAL	26,633	66,538	2,250	5,948	2,130	5,401	1,751	181	5,026	3,317	32,764	82,913
											115,677	

TABLE 4

COUNTRIES WITH COST-SHARING AGREEMENTS*

(Dollars)

Country	Agreement signed		FY 1968 contribution
Australia	August	28, 1964	$205,100
Austria	June	25, 1963	150,000
Denmark	February	25, 1965	13,300
France	May	7, 1965	250,000
Germany	November	20, 1962	875,000
Iceland	February	13, 1964	2,328
Israel	March	23, 1967	4,286
Italy			226,333
Netherlands			55,248
Norway	March	16, 1964	14,000
Spain			75,000
Sweden	June	28, 1963	10,600
United Kingdom	May	10, 1965	180,000
TOTAL			2,061,195

*In addition, Ireland provided $89,608 in Irish counterpart funds under a special exchange agreement.

TABLE 5

SOURCES OF FUNDS PROGRAMMED, FISCAL YEARS 1967 AND 1968

(Dollars)

SOURCE OF FUNDS	1967	1968	Difference Increase (+) Decrease (−)
MUTUAL EDUCATIONAL AND CULTURAL EXCHANGE ACT APPROPRIATION	$46,462,846	$43,682,708	−$2,780,138
OTHER FUNDS AVAILABLE			
International Educational Exchange Activities (Special Foreign Currency Program Appropriations)	437,711		−437,711
Reserve Funds on Hand, Binational Educational Foundations and Commissions	1,239,520	864,389	−375,131
Contributions for Educational and Cultural Exchange (Private contribution for Cultural Presentations)	6,644		−6,644
Educational Exchange Funds, Payment by Finland, World War I Debt	361,589	362,593	+1,004
Foreign Government Contributions to Cost-Sharing Agreements	1,702,695	2,061,195	+358,500
Irish Counterpart Funds	89,608	89,608	
TOTAL OTHER FUNDS	3,837,767	3,377,785	−459,982
GRAND TOTAL	50,300,613	47,060,493	−3,240,120

TABLE 6

TOTAL PARTICIPANTS IN THE PROGRAM, 1968

(Arrivals Plus Grant Extensions or Renewals)

	U.S. GRANTEES			FOREIGN GRANTEES			U.S. and foreign total participants
	Arrivals	Extension and renewal	Total U.S. participants	Arrivals	Extension and renewal	Total foreign participants	
Latin America and Caribbean	208	10	218	1,428	317	1,745	1,963
Western Europe	1,038	102	1,140	1,613	781	2,394	3,534
Eastern Europe	53	5	58	144	21	165	223
Africa	39	6	45	440	494	934	979
Near East-South Asia	180	35	215	546	1,018	1,564	1,779
East Asia and Pacific	216	23	239	855	686	1,541	1,780
Multi-area	17		17				17
1968 TOTAL	1,751	181	1,932	5,026	3,317	8,343	10,275
1967 TOTAL	2,130	147	2,277	5,401	3,260	8,661	10,938
Percent change FY 68 over FY 67	−18%	+23%	−15%	−7%	+2%	−4%	−6%

TABLE 7

WOMEN GRANTEES AS COMPARED TO TOTAL EXCHANGES, JULY 1, 1967–JUNE 30, 1968

(Arrivals Only)

	Students, incl. ed. travel		Lecturers & res. scholars		Teachers		Leaders & specialists		Total	
	Women	All	Women	All	Women	All	Women	All	Women	All
U.S. GRANTEES										
Latin America and Caribbean	41	88	4	71	1	5	4	44	50	208
Western Europe	248	602	3	255	71	166	2	15	330	1,038
Eastern Europe	5	14	3	18			2	21	10	53
Africa			4	21		2	2	16	6	39
Near East-South Asia	21	50	7	84	7	21	1	25	36	180
East Asia and Pacific	10	40	7	101	4	24	3	51	24	216
Multi-area			1	1		1	1	15	2	17
TOTAL, U.S.	325	794	35	551	83	219	15	187	458	1,751
FOREIGN GRANTEES										
Latin America and Caribbean	122	680	6	66	149	319	60	363	337	1,428
Western Europe	180	786	44	355	101	212	47	260	372	1,613
Eastern Europe	10	46	8	57	2	4	9	37	29	144
Africa	18	229			1	28	34	183	53	440
Near East-South Asia	34	255	7	65	21	87	25	139	87	546
East Asia and Pacific	96	371	4	65	10	53	39	366	149	855
TOTAL, FOREIGN	460	2,367	69	608	284	703	214	1,348	1,027	5,026
GRAND TOTAL	785	3,161	104	1,159	367	922	229	1,535	1,485	6,777

TABLE 8

TOTAL FUNDS OBLIGATED, FISCAL YEARS 1964–68

(Dollars)

PROGRAM ACTIVITY	1964	1965	1966	1967	1968	Percent change 1968 over 1967
EXCHANGE OF PERSONS:						
Exchanges with 127 countries and Territories	$37,036,072	$37,546,828	$38,841,172	$34,413,499	$32,473,910	
Assistance to High School (Teen-age) Exchanges	381,000	385,000	385,000	200,000	180,000	
Special Services for Non-Grant Students	394,000	391,324	394,816	271,549	362,600	
Volunteers to America				73,000	99,936	
TOTAL, EXCHANGE OF PERSONS	37,811,072	38,323,152	39,620,988	34,958,048	33,116,446	−5%
SPECIAL EDUCATIONAL AND CULTURAL PROJECTS (Support to Overseas Institutes of American Studies, etc.)	2,696,124	1,775,684	1,088,107	720,549	606,077	−16%
AID TO AMERICAN-SPONSORED SCHOOLS ABROAD	4,734,724	3,173,000	3,176,636	2,899,931	2,052,937	−29%
CULTURAL PRESENTATIONS	2,869,241	2,498,997	2,774,140	1,606,397	1,575,487	−19%
MULTILATERAL ORGANIZATIONS ACTIVITIES	413,654	465,239	460,226	477,891	405,771	−15%
PROGRAM SERVICES COST	6,263,946	6,797,300	7,152,312	7,146,572	6,804,143	−5%
ADMINISTRATIVE EXPENSE	2,148,275	2,357,796	2,491,435	2,491,225	2,499,632	
GRAND TOTAL	56,937,036	55,391,168	56,763,844	50,300,613	47,060,493	−6%

TABLE 9

EXPENDITURES BY COUNTRY, UNDER MUTUAL EDUCATIONAL AND CULTURAL EXCHANGE ACT (P.L. 87-256) DURING FISCAL YEAR 1968

(Dollars)

Country	Expenditures
AFRICA	
Algeria	53,254
Angola	373,142
Botswana	110,901
Burundi	44,207
Cameroon	63,611
Central African Rep.	28,148
Chad	13,051
Congo-Kinshasa	68,110
Dahomey	53,925
Ethiopia	151,611
Gabon	8,074
Gambia	32,681
Ghana	230,139
Guinea	45,062
Ivory Coast	116,544
Kenya	132,365
Lesotho	55,682
Liberia	231,018
Libya	37,759
Malagasy Republic	18,176
Malawi	33,849
Mali	37,026
Mauritania	3,925
Mauritius	16,196
Morocco	156,455
Mozambique	278,363
Niger	61,562
Nigeria	208,303
Rwanda	37,687
Senegal	87,466
Sierra Leone	93,000
Somalia	121,103
South Africa	647,106
Southern Rhodesia	743,597
Sudan	44,520
Swaziland	52,629
Tanzania	37,685
Togo	36,713
Tunisia	99,564
Uganda	193,191
Upper Volta	30,486
Zambia	48,276
Regional	378,050
Cultural Presentations	247,374
TOTAL	5,561,586
AMERICAN REPUBLICS	
Argentina	557,481
Barbados	21,070
Bolivia	396,174
Brazil	1,274,138
British Honduras	38,103
Chile	564,137
Colombia	700,830
Costa Rica	108,055
Dominican Republic	180,683
Ecuador	427,754
El Salvador	99,752
Guatemala	206,158
Guyana	96,852
Haiti	50,177
Honduras	158,867
Jamaica	63,574
Martinique	16,153
Mexico	746,878
Nicaragua	119,697
Panama	106,339
Paraguay	176,471
Peru	563,642
Surinam	2,196
Trinidad	73,141
Uruguay	215,401
Venezuela	431,322
Regional	379,450
Cultural Presentations	303,988
TOTAL	8,080,483
WESTERN EUROPE	
Austria	422,982
Belgium/Luxembourg	202,622
Denmark	238,742
Finland	440,612
France	1,335,416
Germany	1,590,447
Iceland	60,147
Ireland	151,604
Italy	1,287,171
Malta	21,942
Netherlands	285,913
Norway	220,959
Portugal	146,783
Spain	525,409
Sweden	156,370
Switzerland	28,321
United Kingdom	1,328,881
Regional	93,957
Cultural Presentations	253,400
TOTAL	8,791,678
EASTERN EUROPE	
Bulgaria	66,817
Czechoslovakia	114,095
Poland	248,068
Romania	171,989
U.S.S.R.	238,609
Yugoslavia	554,609
Regional	19,605
Cultural Presentations	103,248
TOTAL	1,517,040
EAST ASIA	
Australia	557,806
Burma	17,038
Cambodia	26,400
China (Taiwan)	390,501
Hong Kong	142,225
Indonesia	277,413
Japan	1,737,452
Korea	421,184
Laos	200,355
Malaysia	451,756
New Zealand	164,299
Philippines	379,678
Singapore	98,860
Suva, C.D.	32,965
Thailand	717,233
U.N. Trust Territories	7,686
Viet-Nam	266,777
Regional	311,023
Cultural Presentations	284,715
TOTAL	6,485,381
NEAR EAST & SOUTH ASIA	
Afghanistan	235,910
Ceylon	309,239
Cyprus	138,489
Greece	487,351
India	1,478,482
Iran	517,160
Israel	259,852
Jordan	104,718
Kuwait	5,000
Lebanon	126,082
Nepal	225,370
Pakistan	327,919
Saudi Arabia	13,823
Southern Yemen	38,497
Syria	1,165
Turkey	753,830
U.A.R.	87,505
Regional	357,229
Cultural Presentations	335,039
TOTAL	5,802,660
GRAND TOTAL	36,238,828

PERFORMING ARTS GROUPS AND ATHLETIC TEAMS SENT ABROAD IN FY 1968

PROFESSIONAL GROUPS (17)

American Brass Quintet (classical)	Far East
Charlie Byrd Quartet (jazz)	Near East, Far East
Charles Lloyd Quartet (jazz)	Far East, Europe
New York Chamber Soloists	Europe, Near East
Philadelphia Woodwind Quartet	Europe, Near East
Junior Wells Chicago Blues Band	Africa
Doc Watson (folk singer)	Africa
La Salle Quartet (chamber music)	Latin America
Phoenix Singers (folk-singers)	Latin America
Alvin Ailey American Dance Theater	Africa
Paul Taylor Dance Company	Europe
Los Angeles Philharmonic Orchestra	Europe, Near East
American Circus	Soviet Union
The Washington National Symphony Orchestra	Europe
India Festival	
The Beers Family (folk ballad)	India
Murray Louis Dance Company	India
Philadelphia String Quartet	India

ACADEMIC GROUPS (4)

University of California Jazz Quintet	Portugal
Duquesne University Tamburitzans (folk songs and dances).	Latin America
University of California Chamber Singers	Far East
Manhattan School of Music Percussion Ensemble.	Europe, Near East

INDIVIDUAL ARTISTS (2)

Ann Schein (pianist)	Latin America
Leo Smit (pianist-composer)	Latin America

ATHLETIC TEAMS (9)

AAU Cross-Country Team	Africa
DOD Boxing Team	Africa
AAU Swimming and Diving Team	Africa, Near East
William and Alice Tym Tennis Team	Latin America
For 3rd International Sports Week:	Mexico
Track and Field, Swimming-Diving Team	
U.S. Pentathlon Team	
AAU Track and Field Team	
For World University Summer Games:	Japan
Track and Field Team	
Swimming and Diving Team	
Basketball Team	
For World University Winter Games:	Austria
Alpine and Nordic Skiing Teams	
International Chess Tournament	Iceland

EXCHANGE VISITOR PROGRAMS DESIGNATED

The Bureau of Educational and Cultural Affairs each year designates U.S. organizations and agencies which may carry out programs for exchange visitors (holders of "J" visas). Any reputable U.S. organization or agency, or recognized international organization or agency having U.S. membership and offices, which is interested in sponsoring an Exchange Visitor Program in accordance with the Mutual Educational and Cultural Exchange Act, may apply to the Secretary of State for designation of an Exchange Visitor Program under its sponsorship. Foreign applicants for "J" visas must present to American consuls abroad a form from the sponsor indicating that the organization awarding the grant or scholarship has been officially so designated.

	Private	Govt.	Total
Programs Currently Active	2,237	118	2,355
Programs Designated in FY 1968	168	9	177
Programs Cancelled in FY 1968	231	2	233

REQUESTS FROM EXCHANGE VISITORS ("J" VISA HOLDERS) FOR EXTENSIONS OF STAY

Number of Requests	902
Favorably Recommended to Immigration and Naturalization Service (INS)	433
Not Recommended to INS	469

WAIVERS OF 2-YEAR FOREIGN RESIDENCE REQUIREMENT

During FY 1968 the Bureau of Educational and Cultural Affairs acted on 1,663 applications, received from U.S. Government agencies, for waivers of the two-year foreign residence requirement for exchange visitors. These applications included 356 additional requests in behalf of the exchange visitors' dependents.

	Received	Recommended favorably	Not recommended
Request for Waivers for Principal Exchange Visitors	1,663	1,653	10
Requests for Waivers for Dependents of Exchange Visitors	356	351	5

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ADVISORY GROUPS AND COMMISSIONS
BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS

In carrying out the exchange program, the Department of State in FY 1968, as in previous years, had the benefit of the cooperation and counsel of especially appointed boards and advisory commissions:

THE BOARD OF FOREIGN SCHOLARSHIPS supervises the academic exchange program and selection of academic grantees. The Board had as its chairman during FY 1968 John Hope Franklin, chairman of the Department of History at the University of Chicago, first elected in September 1966.

THE U. S. ADVISORY COMMISSION ON INTERNATIONAL EDUCATIONAL AND CULTURAL AFFAIRS recommends to the President broad policies on the conduct of international educational and cultural programs. Its chairman during FY 1968 was Joseph R. Smiley, president of the University of Colorado, first appointed in June 1967.

THE ADVISORY COMMITTEE ON THE ARTS advises the Department of State on exchange programs in the arts. The FY 1968 chairman was Roy E. Larsen, chairman of the executive committee of Time-Life, Inc. first elected in 1963.

THE GOVERNMENT ADVISORY COMMITTEE ON INTERNATIONAL BOOK AND LIBRARY PROGRAMS assists the Department in a continuing review of U S. Government's book and library activities abroad. Its chairman during FY 1968 was W. Bradford Wiley, president of the publishing firm of John Wiley and Sons, who was appointed in 1966.

THE ADVISORY PANEL ON INTERNATIONAL ATHLETICS assists in the planning and selection of exchange programs involving athletes and coaches. Its chairman during FY 1968 was General Emmett O'Donnell, Jr., retired, a member of the U. S. Olympic Committee.

THE NATIONAL REVIEW BOARD FOR THE CENTER FOR CULTURAL AND TECHNICAL INTERCHANGE BETWEEN EAST AND WEST (East-West Center), which reviews the programs and operations of the Center, had as its chairman Governor John A. Burns of Hawaii, first appointed in 1965.

THE U. S. NATIONAL COMMISSION FOR UNESCO serves as an advisor to the State Department on UNESCO's biennial program and budget and as a link between UNESCO and the American people. Its chairman during 1968 was Alvin C. Eurich, president of the Academy for Educational Development of New York, who was elected in 1967.